

These Approved PAC 12/19/23

2024-
2025

Student Handbook



DEPARTMENT OF APPLIED MEDICINE AND REHABILITATION

Contents

WELCOME FROM PROGRAM DIRECTOR4

INTRODUCTION5

INTRODUCTION TO INDIANA STATE UNIVERSITY AND THE COLLEGE OF HEALTH AND HUMAN SERVICES5

 Mission Statements5

 Vision Statements5

 University Core Values5

 PA Program Goals:.....6

 Physician Assistant Committee (PAC).....8

 Academic Advisement Policy.....8

 Academic Integrity and Plagiarism9

 Academic Probation9

 Professionalism Probation.....9

 Additional Expenses10

 Admission Requirements.....10

 Technical Standards10

 Attendance Policy11

 Bloodborne Pathogens/Infectious Diseases12

 Clinical Year Policies13

 Code of Conduct for Students and Instructors14

 Contact Information15

 Course Evaluation.....15

 Curriculum Sequence15

 Disability Support Policy.....16

 Driving Policy16

 Emergency Services/Natural or Catastrophic Events16

 Employment Policy.....16

 Evaluation.....16

 Examinations17

 Fair Practice Work Policy.....18

 Graduation18

 Health Insurance18

 HIPAA and /Patient Confidentiality and /Care18

 Illness Policy19

 Immunizations and /Health Examinations19

 National Criminal Background Check and /Drug Screening20

Personal Appearance.....	21
Professionalism and /Attitude and /Civility Policy	21
Social Media Use	23
Roles and Responsibilities of Department and Program Members	26
Schedule	26
Sexual Harassment Policy.....	26
Student Complaint and Grievance Policy	26
Student Records	26
Sycamore Express for Graduate Students	27



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Dear Student:

Welcome to the Physician Assistant (PA) Studies Program at Indiana State University (ISU). You have been selected because of your exceptional qualifications and potential to be successful in this rigorous medical program. The curriculum has been designed to aid you in your learning and focuses on a holistic approach to health care education. We believe you will find that the curriculum will provide you with the most advanced theory and clinically-relevant experiences.

This handbook has been prepared to document the policies and procedures that will guide your experience in the Program. This handbook provides direction to the PA-Students and the Professional Faculty/Staff while carrying out the normal daily activities of the program, and with making decisions about the quality of the curriculum and your academic progress. The materials have been developed to ensure that you have a quality experience and progress to graduation from a program of which you can be proud.

If you have any questions about this handbook or the policies and procedures that are documented, please contact me at any time.

Best wishes for a positive and rewarding learning experience.

Douglas Stevens, PA-C
Program Director, Physician Assistant Program

I, _____, have read and understand the PA Policies and Procedures Handbook. I agree to abide by all policies found therein during my tenure in the program. If I fail to uphold this agreement, I am aware that I may be disciplined in accordance with program policy.

Student's Signature

Date

Please return to the Program Director each year/semester (and observe for updates on the [PA Website](#)).

**Students who do not submit form to the Program Director will be removed from all clinical responsibilities until the signed document is returned.

INTRODUCTION

This handbook contains useful information that will enable you to successfully progress in your physician assistant academic career at Indiana State University (*hereinafter referred to as ISU*). In addition to this handbook, you will find policies specific to graduate studies that apply to you in the current [Graduate Catalog](#).

INTRODUCTION TO INDIANA STATE UNIVERSITY AND THE COLLEGE OF HEALTH AND HUMAN SERVICES

Mission Statements

University - Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

College – The College is dedicated to fostering student excellence and developing productive citizens who function as skilled professionals. Further, we champion teaching, research, creative activities, community involvement through health initiatives, and life-long learning.

Department of Applied Medicine and Rehabilitation (hereinafter referred to as the AMR Department) - The mission of the Department of Applied Medicine and Rehabilitation is to provide excellence in inter-professional preparation / practice of collaborative healthcare and wellness. The department supports the development of productive citizens through mentorship in the quest for new knowledge and research, community engagement, clinical experience, service learning, and progressive comprehensive health care.

Physician Assistant Program - The mission of the Indiana State University Physician Assistant Program is to create a student-centered educational environment that engages individuals to become compassionate, competent physician assistants who possess the clinical skills to contribute positively to the dynamic health care needs of rural and underserved populations.

Vision Statements

University - Inspired by a shared commitment to improving our communities, Indiana State University will be known nationally for academic, cultural, and research opportunities designed to ensure the success of its people and their work.

College – The College will be recognized as a leader in providing qualified health and human service professionals who serve diverse populations through education, scholarship, innovation, service, and community engagement.

University Core Values

INTEGRITY - We demonstrate integrity through honesty, civility, and fairness.

SCHOLARSHIP - We value high standards for learning, teaching and inquiry.

TRANSFORMING - We foster personal growth within an environment in which every individual matters.

RESPONSIBILITY - We uphold the responsibility of university citizenship.

EDUCATION - We provide a well-rounded education that integrates professional preparation and study in the arts and sciences with co-curricular involvement.

EMBRACE DIVERSITY - We embrace the diversity of individuals, ideas, and expressions.

STEWARDSHIP - We exercise stewardship of our global community.

PA Program Goals:

To educate Physician Assistants to:

- practice in a cost-effective and socially responsible manner,
- apply the principles of evidence-based medicine and critical thinking in clinical decision making.
- practice compassionate primary care medicine.
- communicate effectively with patients and families.
- partner with supervising physicians and other professional colleagues.
- serve rural and underserved areas.
- utilize practice and system-based analysis to ensure patient well-being.
- commit to high ethical standards responsive to the needs of the profession, the individual, and society.

PA Program Competencies:

The PA profession is provided a framework of competencies developed by NCCPA, ARC-PA, PAEA, and AAPA that defines the specific knowledge, skills, and attitudes that are required by the profession for entry level practice. The competencies below reflect the expected competencies as they pertain to graduates of the Indiana State University Master of Physician Assistant Program as they enter the profession.

Upon completion of the Indiana State University Physician Assistant program, graduates will demonstrate competence in each of the following domains:

I. Knowledge for Practice

Physician assistants must demonstrate knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. PAs should be able to:

1. Demonstrate investigative and critical thinking skills in clinical situations.
2. Apply principles of epidemiology to identify health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion strategies for individuals and populations.
3. Discern among acute, chronic, and emergent disease states.
4. Apply principles of clinical sciences to diagnose disease and utilize therapeutic decision-making, clinical problem-solving, and other evidence-based practice skills.
5. Adhere to standards of care, and to relevant laws, policies, and regulations that govern the delivery of care in the United States.
6. Work effectively and efficiently in various healthcare delivery settings and systems.
7. Identify and address social determinants that affect access to care and deliver high quality care in a value-based system.

II. Interpersonal and Communication Skills

Physician assistants must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and healthcare professionals. PAs should be able to:

1. Establish meaningful and therapeutic relationships with patients and their families.
2. Communicate information to patients and their families in a way that is culturally sensitive and contextually appropriate.
3. Recognize communication barriers and provide solutions.
4. Demonstrate emotional intelligence in the development of the therapeutic relationship.
5. Demonstrate the ability to effectively communicate with patients, their families, and members of the healthcare team via oral communication
6. Accurately and adequately document and record information regarding the care process for medical, legal, quality and financial purposes

III. **Person-Centered Care**

Physician assistants provide person-centered care that includes patient and setting-specific assessment, evaluation, and management and healthcare that is evidence-based, supports patient safety, and advances health equality. PAs should be able to:

1. Gather accurate and essential information about patients through history taking, physical examination, and diagnostic testing.
2. Apply the context of the individual's life to their care, such as environmental and cultural influences.
3. Interpret data based on patient information and preferences, current scientific evidence, and clinical judgement to make informed decisions about diagnostic and therapeutic interventions.
4. Develop, implement, and monitor effectiveness of patient management plans.
5. Attain proficiency to safely perform medical, diagnostic, and surgical procedures for entry level practice.
6. Counsel, educate, and empower patients and their families to participate in their care and enable shared decision-making.
7. Provide healthcare services to patients, families, and communities to prevent health problems and to maintain health.

IV. **Interprofessional Collaboration**

Physician assistants demonstrate the ability to engage with a variety of other healthcare professionals in a manner that optimizes safe, effective, patient- and population-centered care. PAs should be able to:

1. Work effectively with other health professionals to provide collaborative, patient-centered care.
2. Communicate effectively with colleagues and other professionals to establish and enhance interprofessional teams.
3. Understand the roles and responsibilities of other healthcare professionals and the importance of a team approach to develop optimal strategies to enhance patient care.
4. Recognize when to refer patients to other disciplines to ensure that patients receive optimal care at the right time and appropriate level.

V. **Professionalism and Ethics**

Physician assistants demonstrate a commitment to practicing medicine in ethically and legally appropriate ways and emphasizing professional maturity and accountability for delivering safe and quality care to patients and populations. PAs should be able to:

1. Adhere to standards of care in the role of the PA in the healthcare team.
2. Demonstrate compassion, integrity and respect for others.

3. Demonstrate cultural humility and responsiveness to a diverse patient population including diversity in sex, gender identity, sexual orientation, age, culture, race, ethnicity, socioeconomic status, religion, and abilities.
4. Exercise good judgment and fiscal responsibility when utilizing resources.
5. Demonstrate flexibility and professional civility during stressful events.
6. Implement leadership practices and principles.

VI. **Practice-based Learning and Quality Improvement**

Physician assistants demonstrate the ability to learn and implement quality improvement practices by engaging in critical analysis of one's own practice experience, the medical literature, and other information resources for the purposes of self-evaluation, lifelong learning, and practice improvement. PAs should be able to:

1. Exhibit self-awareness to identify strengths, address deficiencies, and recognize limits in knowledge and expertise.
2. Identify, analyze, and adopt new knowledge, guidelines, and standards, technologies, products, or services that are evidence-based.
3. Identify improvement goals and perform learning activities that address gaps in knowledge, skills, and attitudes.
4. Use practice performance data and metrics to identify areas for improvement.
5. Understand how practice decisions impact the finances of organizations, while keeping the patient's needs foremost.

VII. **Society and Population Health**

Physician assistants recognize and understand the influences of the ecosystem of person, family, population, environment, and policy on the health of patients and integrates knowledge of these determinants of health into patient care decisions. PAs should be able to:

1. Apply principles of social-behavioral sciences by assessing the impact of psychosocial and cultural influences on health, disease, care seeking, and compliance.
2. Recognize the influence of genetic, socioeconomic, environmental, and other determinants of the health of the individual and community.
3. Demonstrate accountability, responsibility, and leadership for removing barriers to health.

GENERAL INFORMATION

Physician Assistant Committee (PAC)

The PAC is composed of the Medical Director, Program Director, and PA core faculty.

At the end of each semester, the PAC reviews the academic record of every PA student to determine academic standing. The PAC is empowered to apply the policies set forth in the PA Student Handbook. Determinations such as academic probation, professionalism probation, probationary leave, remedial assignments, and dismissal from the PA program or other decisions about a student's standing deemed appropriate are made by the PAC.

Academic Advisement Policy

Each student is assigned an academic advisor at the beginning of the year. The PA Program faculty advises students regarding their academic progress and provides support for their general adjustment to a rigorous graduate environment. Students are encouraged to make an appointment with their faculty advisor early in the academic year to discuss their academic and non-academic concerns.

We are committed to academic success. Students are encouraged to seek help from instructors as needed in a given course rather than waiting until examination time. Office hours are printed on course syllabi and posted outside the instructor's office.

Students and advisors should meet a minimum of one time per semester. Students may meet with their advisor more regularly, as needed. The main purpose of academic advisement is to help students achieve their educational goals. Academic advisors assist students with the following:

- Monitoring academic progress and reviewing study habits.
- Solving problems encountered in particular courses.
- Referring to other support services within the program and the college.
- Modifying course of study during the semester.
- Informing students about graduation requirements.

Faculty are not trained as professional counselors for the emotional problems of students. Advisors who assess that a student is in need of professional counseling and/or special services, e.g., testing for learning disabilities will refer the student to the Program Director who will then make a referral to the ISU Counseling Center.

Academic Integrity and Plagiarism

It is a requirement that you read and abide by the [Policy on Academic Integrity](#). The PA program adheres to the University policies and procedures defined within the ISU Graduate Catalog and the College of Health and Human Services Student Handbook. Academic integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The Policy on Academic Integrity describes appropriate academic conduct in research, writing, assessment, and ethics.

Academic Probation

Academic probation is a conditional status designated by the PAC when a student violates one of the conditions set forth in the section on Academic Standards. The PAC renders decisions based on academic record, attendance and/or professional conduct. If the student fails progression in the program on two separate occasions, they are subject to removal from the program.

The decision of the PAC is conveyed to the student in writing (ie: email) and the student is referred to the Program Director. The student may request a reconsideration of the decision within 10 days by submitting a formal request for reconsideration in writing to the PAC c/o the Program Director. If reconsideration is requested, the PAC will convene promptly and submit their decision to the student in writing.

Students may appeal the PAC's decision to the Department Chair. If denied, the student may appeal to the Dean of the College of Health and Human Services. All appeals must be submitted within two weeks of the PAC's final decision with appropriate documentation in support of the appeal.

At the end of the each semester, the performance of the student on academic probation will be reviewed for the removal or continuation of the probationary status or dismissal from the program.

Professionalism Probation

Professionalism probation is a conditional status designated by the PAC when a student violates one of the conditions set forth in the section on Professionalism and /Attitude and /Civility Policy. If a student consistently shows unprofessional behavior during any phase of the program, they are subject to removal from the program.

The first violation of any professional standard will result in a professionalism probation. Probationary status will be evaluated at the end of each semester. Each and every subsequent violation of any professional standard will result in a single letter grade reduction from the final grade for the course in which violations occur.

The decision of the PAC is conveyed to the student in writing (ie: email) and the student is referred to the Program Director. The student may request a reconsideration of the decision within 10 days by submitting a formal request for reconsideration in writing to the PAC c/o the Program Director. If reconsideration is requested, the PAC will convene promptly and submit their decision to the student in writing.

Students may appeal the PAC's decision to the Department Chair. If denied, the student may appeal to the Dean of the College of Health and Human Services. All appeals must be submitted within two weeks of the PAC's final decision with appropriate documentation in support of the appeal.

At the end of the each semester, the performance of the student on professionalism probation will be reviewed for the removal or continuation of the probationary status or dismissal from the program.

Additional Expenses

Additional expenses may be incurred due to the cost of the National Criminal History Check, 10-panel drug screen, clinical and lab fees, required health insurance, and other miscellaneous costs. Clinical sites may require additional fees and documentation which may include but not limited to disability or liability insurance, boarding, and parking tags. Liability insurance information can be found at: <https://www.indstate.edu/risk-management/health-care-providers-liabilityprofessional-liability>

Admission Requirements

Admission requirements can be found at: [PA Admission Criteria | College of Health and Human Services \(indstate.edu\)](#)

Technical Standards

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) requires all Physician Assistant (PA) programs to publish technical standards for admission. "Technical Standards" are defined as "Nonacademic requirements for participation in an educational program or activity. They include physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum and entry into the profession." All PA students must possess the intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. Because these standards describe essential functions that students must demonstrate to meet the requirements of PA education, they are prerequisites for entrance, continuation, promotion, and graduation from the PA program. The use of an intermediary, a person trained to perform essential skills on behalf of the student, is not permitted. The following technical standards are adapted from the Association of American Medical Colleges guidelines.

It is the policy of Indiana State University to provide reasonable accommodations to qualified students with a disability so they can meet these required technical standards with or without reasonable accommodations. Students who wish to request reasonable accommodations to meet any of the Technical Standards may request a reasonable accommodation by seeking assistance through the Accessibility Advocacy Resource Office (AARO). The student, AARO, and program leadership will work together to provide reasonable accommodation while still maintaining the technical standards. If a student is not able to meet the technical standards with reasonable accommodation, the student may be dismissed from the program. The safety and welfare of a patient shall never be put in jeopardy as a result of an effort to accommodate a disability. Medicine is a physically and mentally demanding profession, and medical providers are routinely asked to place the interests of their patients above their own. The ISU PA program has a responsibility to train PAs who can care for their patients.

Accepted students with a disability who believe they may require special accommodations should contact the Accessibility Resources Office [Accessibility Resource Office | Indiana State University \(indstate.edu\)](#) or by calling 812-237-2700, immediately upon accepting the offer of admission. Before matriculation, accepted students must attest in writing that they can meet the program's technical standards.

Before matriculation, accepted students must attest in writing that they can meet the program's technical standards.

Candidates for admission to and graduation from the Indiana State University PA Program must possess and attest to the following abilities:

Observation

The student must be able to observe required demonstrations and experiments in the basic sciences, including but not limited to anatomic dissection, microscopic studies, and patient demonstrations. A student must be able to observe a patient accurately at a distance and close

at hand. Observation necessitates the functional use of the sense of vision, hearing, and somatic sensation. Students must also be able to interpret X-rays and other graphic images such as EKGs, with or without the use of corrective or assistive devices, and be able to adequately perform a physical exam including the use of diagnostic equipment such as a stethoscope, ophthalmoscope, and otoscope.

Communication

A student must be able to speak, hear, and observe patients to elicit information, describe changes in mood, activity, and posture, and perceive non-verbal communication. A student must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing in English. The student must be able to communicate effectively and efficiently in oral and written form with all members of the healthcare team as well as university personnel and peers. Students must be able to relate effectively to patients while conveying compassion and empathy, recognize and respond promptly to emotional cues, such as sadness or agitation, and record observations and plans accurately and legibly in legal documents, such as the patient record.

Motor Abilities

A student must have sufficient motor function to carry out the basic laboratory techniques and to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers, and perform dissection of a human cadaver. A student should be able to perform a complete physical examination (including pelvic and rectal examination); diagnostic procedures (e.g., venipuncture and basic laboratory tests (e.g., urinalysis). A student must maintain physical stamina to perform a variety of activities for long periods including sitting, standing, moving between rooms, and assisting in patient positioning and transport.

A student must be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of treatment reasonably required of physician assistants are cardiopulmonary resuscitation, administering intravenous medication, applying pressure to stop bleeding, suturing simple wounds, assisting in surgical operations, and performing simple, general obstetrical and gynecological procedures. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch, vision, and hearing. Students must be able to lift a minimum weight of 25 lbs.

Intellectual, Conceptual, Integrative, and Quantitative

Problem-solving, the critical skill demanded of physician assistants, requires that a student be able to learn, retrieve, analyze, sequence, organize, synthesize, and integrate information efficiently, and reason effectively. This also includes the ability to comprehend retain and integrate a large volume of material in a short period. In addition, a student should possess the ability to measure and calculate accurately, perceive three-dimensional relationships, and understand the spatial relationships of structures. This also requires students to acknowledge limitations of knowledge and/or performance to provide safe, effective patient care.

Behavioral and Social Attributes

A student must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients and their family members, staff, and colleagues. Each student must be able to work effectively as a member of a healthcare team.

A student must be able to tolerate physically taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, collegiality, interest, and motivation are all personal qualities that are assessed during the admission and education processes.

A student must appreciate and respect differences in individual, social, and cultural beliefs of fellow students, instructors, professional colleagues, and patients to reason morally and practice ethically.

A student must be self-reflective, recognize one's own personal and professional limitations, monitor and react appropriately to their own emotional needs, and be able to tolerate stress in the educational and clinical settings.

A student must be able to accept constructive criticism and respond maturely to modify behaviors as necessary.

Attendance Policy

Because of the rigorous nature of the program, students are required to attend all course lectures, laboratories, preceptorships, call-back events and seminars. The importance of attending all scheduled activities is

emphasized and is expected. **Each unexcused absence may result in a one letter grade reduction of the final grade at the discretion of the instructor.** Excessive unexcused absences or lateness from any course (including preceptorships) in the curriculum may be grounds for sanction and dismissal from the program.

Students are expected to observe the following policies:

A. Excused Absences:

Absence from any clinical placement or laboratory setting is highly discouraged and must be made up to the satisfaction of the instructor or the grade may be adjusted as per the course syllabus.

1. **All** unanticipated absences due to illness, accident or other unexpected events may be considered excused if **reported immediately** to the Program Director and instructor/preceptor responsible for the missed event or class. The program administration recognizes that unexpected events do occur. Attendance will be recorded during each class session. **If you must be absent, please call (Didactic Coordinator: Chelsea Elwood PA-C, 812-821-0391) and/or leave a message for the Program Director before the start of the activity.**
2. Absences requested for elective physician/dentist appointments for student or dependents will be considered excused only if the request is made at least 48 hours in advance of the appointment. Students absent from class for physician/dentist appointments must present a note from the physician/dentist confirming the appointment. Due to the intense nature of the curriculum, students are strongly encouraged to schedule appointments for evening and weekend hours to avoid class conflicts. Administrative assistants will maintain a record of medical absence in individual student files.
3. All requests for other anticipated absences must be submitted in writing (email) to the Program Director and course instructors prior to the proposed absence. Requests will be considered on an individual basis and written notification will be provided to the student within one week of receipt of request.

B. Unexcused Absences:

1. Any absence which does not fall into the above category, will be considered unexcused and will be recorded. The final course grade will be reduced.
2. Students whose absence is determined to be unexcused will be required to provide a written explanation within 48 hours regarding the circumstances of his/her absence to the PA Program Director. This explanation, in almost all cases, will not eliminate the grade change.
3. Poor attendance may be considered in the deliberations of the PAC as part of academic progress.
4. Absences on the first or last day of a clinical rotation, course or lecture series; on the day of a scheduled exam; after or before a scheduled break, vacation or weekend are considered unexcused unless prior written approval has been granted. If such an absence is the result of a sudden unavoidable circumstance, the PA Program Director and/or course instructor should be notified as soon as possible and provided with a written explanation for the absence.

Failure to report an absence is considered more significant than the absence itself. The attendance policy is very clear and provides all students with guidelines for requesting excused absences. Disregarding the policy is considered a breach of professionalism and will impact course grades.

Bloodborne Pathogens/Infectious Diseases

Among healthcare professionals, risks for percutaneous and mucosal exposures to blood vary during the training and working career of each person but are often highest during the professional training period. Exposure to the Human Immunodeficiency Virus is most feared because of the consequences, but Hepatitis B and C also may be acquired via this route.

The University has developed a program to protect faculty, staff and students who have occupational exposure to blood and other potentially infectious materials. This Blood borne Pathogens Exposure Control Plan, complies with the requirements of the OSHA Blood borne Pathogens Standard, 29CFR 1910.1030, the Indiana

Administrative Code 410 IAC 1-4 and identifies procedures to eliminate or reduce the risk of contracting a blood borne disease in the workplace. A copy of the Blood borne Pathogens Exposure Control Plan is available in the Environmental Safety Office (Room 1221 in College of Business Building). The Blood borne Pathogens Exposure Control Plan applies to all employees of Indiana State University, including part-time and temporary staff, who may as a part of their employment be exposed to blood, infected lab animals, or other potentially infectious material.

Health care and laboratory employees whose work may involve the risk of exposure to blood or other potentially infectious materials may include, but are not limited to, the following: physicians, nurses, nurse's aides, physician assistants, phlebotomists, medical technologists, therapists, athletic trainers, research laboratory personnel, research scientists, and animal laboratory personnel. Others whose positions may include some occupational exposure tasks include employees in law enforcement, custodial/housekeeping services, laundry services, maintenance, child care, equipment technicians, transportation service workers, or couriers involved in delivery and transport of potentially infectious materials.

Universal precautions refer to approaches to infection control in which all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, HCV or other blood borne pathogens. Using this assumption when dealing with infectious materials eliminates the need for decision-making in regards to the extent of actual or potential disease hazards. The approach establishes minimum standards for contamination control that will effectively control blood borne pathogens if present. Universal precautions shall be observed to prevent contact with blood or other potentially infectious materials. In situations where differentiation between body fluid types is difficult or impossible (i.e., uncontrolled or emergency situations), all body fluids shall be considered potentially infectious.

Clinical Year Policies

Students must successfully complete all the didactic coursework of the PA curriculum before assignment to the clinical phase of the program. During the second year (clinical phase) of the program, students are assigned to 11 clinical rotations. All students **MUST** read and acknowledge understanding of the PA Clinical Year Manual prior to engaging the Clinical Rotations.

The student will be learning FULL-TIME, for four weeks per rotation, under the supervision of a preceptor. Students are expected to totally immerse themselves in the clinical experience by participating in hospital rounds, grand rounds, and other available clinical educational endeavors. The student will be required to stand call when the preceptor is on call or at the request of the preceptor. The total number of hours of participation per week may exceed forty hours. Students are required to participate in 152 hours of clinical practice and obtain at least 160 patient encounters per four-week rotation. Students will be expected to work the normal hours of the practice. Students must maintain health insurance throughout the program. Failure to do so may result in removal from a clinical rotation and a delay in completing program requirements

The student is financially responsible for the purchase of books, lab coats, scrubs, and other materials essential to clinical practice assignments.

The student must abide by the Clinical Education Site (preceptor, facility, hospital) rules and regulations. **The clinical site reserves the right to cancel any preceptorship, at any time without notice and without cause. The decision of the clinical site is final. Students will be reassigned.**

Any student problem arising during the course of the clinical experience shall be discussed jointly by the preceptor and the Clinical Coordinator. The Clinical Education Site reserves the right to dismiss, at any time, any student whose condition or conduct jeopardizes the well-being of patients/clients and employees of the Clinical Education Site. This dismissal may, in most cases, result in a failing grade for that rotation. **Authorized withdrawals are not available in these situations.** The student's academic and clinical record will then be brought before the PAC for consideration.

Students may make requests, in writing, to the Clinical Coordinator, for specific clinical education sites. These requests should be made at least four months prior to the beginning of the clinical year. For a new clinical education site, the student must fill out an information form about the site and initiate contact with the preceptor.

These requests do not guarantee the use of the clinical education site or placement in that specific site; these are only requests until the Clinical Coordinator confirms the site can meet the program's objectives for clinical education.

The program reserves the right to limit placement with new preceptors or distant sites based on clinical performance, preceptor feedback, and academic standing. Students are prohibited from changing clinical assignments without prior authorization of the Clinical Coordinator. The final decision regarding all clinical placements rests with the Clinical Coordinator.

The student is financially responsible for travel and housing arrangements throughout the clinical year. While the program is committed to working with students regarding distant sites, the program cannot guarantee placement in specific areas. Students will be assigned to some sites outside of Terre Haute proper.

Code of Conduct for Students and Instructors

The Code of Conduct, as published by the ISU Student Judicial Programs, reflects general principles of behavior accepted by society and by institutions of higher education: [Student Conduct and Integrity](#)

In addition to the Code of Conduct the PA Program requests the following for students:

- If pagers or cellular phones are worn, they must be on vibrate or silent alert status. Students should never leave class to answer a page. Interrupting a professor's class with personal phone calls or pages is highly discourteous. Students should never use cellular communication during lecture or class activities.
- Students may not bring children to class. The content of the PA curriculum is not appropriate for minors.
- Students are expected to act professionally with all Facebook use, which includes posts, pictures, and any other function of Facebook. Facebook usage will be prohibited during any class time. HIPAA guidelines must be followed with all Facebook use. It is recommended that students adjust privacy settings on their personal accounts and associated groups to limit access to their personal account. Any violation of HIPAA or unprofessional conduct will be reviewed by the PAC for disciplinary consideration and may result in removal from the program. Any violation of HIPAA or unprofessional conduct may also prevent the student from obtaining future licensing and may have legal ramifications.

Students should be aware that the PA Program regards all faculty as professional with the highest standards of ethical conduct. Professionalism is clearly important not only for our program, profession and university, but for our students as well.

The following are parts of the code of ethics designed by the American Psychological Association, which we have adopted for the PA Program. Only those that pertain to our program faculty have been included.

"The teacher should encourage students in their quest for knowledge, giving them every assistance in the free exploration of ideas. Teaching frequently and legitimately involves presentation of disquieting facts and controversial theories and it is in the examination of perplexing issues that students most need the guidance of a good teacher. Disturbing concepts should not be withheld from students simply because some individual may be distressed by them. When issues are relevant, they should be given full and objective discussion so that students can make intelligent decisions with regard to them. However, presentation of ideas likely to be difficult for some students to accept should be governed by tact and respect for the worth of the individual.

Differing approaches to one's discipline should be presented to students in such a way as to encourage them to study the relevant facts and draw their own conclusions. Free expression of both criticism and support of the various approaches is to be encouraged as essential to the development of individual students and the field. In dealing with an area of specialization other than his or her own, a teacher should make it clear that he or she is not speaking as a specialist. In attempting to make an understandable and interesting presentation of subject matter to students, an instructor should not sacrifice adequacy of treatment to consideration of popular appeal.

A teacher should respect a student's right to privacy and not require students to give information that they may wish to withhold; neither should the teacher reveal information that a student has given with reasonable assumption that it will be held in confidence.

A teacher should require of students only activities that are designed to contribute to the student in the area of instruction. Other activities not related to course objective and not having secondary values should be made available to students on a voluntary basis. Exploitation of students to obtain research data or assistance with the teacher's own work is unethical.

Faculty members advising students electing their own field, as a major field of study with the intent of entering the profession should be sure that students understand opportunities and requirements in the field.”

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual;
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive employment, education or living environment. (McKeachie, W.J., 1986) Sexual harassment is illegal under U.S. Law. The PA Program will not tolerate sexual misconduct on the part of either faculty or students.

McKeachie, W. J. (1986). *Teaching tips: A guidebook for the beginning college teacher* (8th ed.).
Lexington, MA: D.C. Heath and Company.

Contact Information

Email correspondence will be addressed to you via your ISU email account which you should check on a daily basis, Monday through Friday. Throughout your enrollment at ISU, it will be your responsibility to keep the PA Program informed of changes in your personal contact information.

Course Evaluation

Each semester, after completion of coursework, you will be required to complete a brief Course Evaluation which is designed to evaluate your perception of the effectiveness of your learning experience during that semester.

Curriculum Sequence

Spring I	Didactic Year	Credits	Summer II	Clinical	Credits
PASS 610	Bioscience	8	PASS 673	Women's Health Rotation	3
PASS 611	Physical Diagnosis	2	PASS 674	Internal Medicine Rotation	3
PASS 617	Intro to PA Practice	3	PASS 675	Geriatrics Rotation	3
PASS 619	Cardiopulmonary	2		Semester Total	9
PASS 635	Applied Research	2			
	Semester Total	17			
Summer I	Didactic Year	Credits	Fall II	Clinical	Credits
PASS 620	Clinical Medicine I	4	PASS 655	Clinical Project	1
PASS 621	Medical Genetics	1	PASS 676	Behavioral Medicine Rotation	3
PASS 622	Specialty Care I	2	PASS 677	Pediatrics Rotation	3
PASS 623	Specialty Care II	2	PASS 678	Floating Rotation	3
PASS 624	Pharmacotherapeutics I	3		Semester Total	10
PASS 626	Clinical Management I	3			
PASS 628	Surgery	1			
	Semester Total	16			
Fall I	Didactic Year	Credits	Spring III	Clinical/Didactic	Credits
PASS 613	Clinical Diagnostics	1	PASS 679	Elective Rotation I	3
PASS 630	Clinical Medicine II	4	PASS 680	Elective Rotation II	3
PASS 632	Specialty Care III	3	PASS 686	Clinical Management III	3
PASS 633	Specialty Care IV	2	PASS 687	PA Practice Transition	4
				Semester Total	13

PASS 634	Pharmacotherapeutics II	3		
PASS 636	Clinical Management II	3		
	Semester Total	16	Didactic Course Total	60
			Clinical Course Total	33
			Program Total Credits	93

Spring II	Clinical	Credits
PASS 643	Clinical Skills	3
PASS 670	Family Medicine Rotation	3
PASS 671	Emergency Medicine Rotation	3
PASS 672	Surgery Rotation	3
	Semester Total	12

Disability Support Policy

ISU seeks to provide effective services and accommodations for qualified individuals with documented disabilities. If you require a special accommodation because of a documented disability, you are required to register with the [Student Academic Services Center](#) at the beginning of your academic career.

Driving Policy

A student must plan for individual travel and is responsible for her/his own transportation, assumes responsibility for arrangements and travel costs for individual clinical experiences. A student of the Physician Assistant Program is not allowed to transport patients in her/his private vehicle for any purpose.

Emergency Services/Natural or Catastrophic Events

In the event that a catastrophic event occurs on a local, regional, or national level and disables communication to/from ISU, you should provide for your own and your family’s safety and contact your instructors by phone, private email, or through alternately provided numbers. Every effort on the faculty’s part will be made to reasonably attempt to continue with the course and to meet the course objectives. If, for any reason, there is no internet or telephone communication available for an extended period of time, postal service will be used and, in this instance, you will be awarded incomplete grades until revised completion plans can be determined. The [Department of Public Safety](#) website provides valuable information about the emergency response plan and other documents concerning student and faculty safety.

Employment Policy

Historically, some students in professional practice education have been successfully employed part-time while completing studies. However, experience has shown employment during this program is problematic and results in decreased success. For that reason, we strongly discourage students from working during the entire length of this program. If employment is essential, please consult with your faculty advisor about scheduling. **The PAC must be informed in writing of the student's work schedule each semester.** Employment is not considered an appropriate rationale for “excused absences.” The PA Program schedule and that of our clinical affiliates always has priority.

Evaluation

The following scale is used for the PA Program grade determination. Courses from other departments may use different scales for grades, which will be reflected in the course syllabus.

A+	94	B+	84	C+	74	F	<70
A	90	B	80	C	70		
A-	87	B-	77				

A. Good Academic Standing

A student's academic standing is based on the grades recorded with the Registrar. Students must maintain a semester GPA of 3.0 to remain in good standing in the program. If a student's GPA falls below 3.0 for a semester, then they will be placed on academic probation. If a student has two consecutive semesters below 3.0, then the student may be dismissed from the program at the discretion of the PAC.

B. Minimum Passing Grade

Any course grade below a "C" is failing and the course must be repeated when offered again (this could be the following year). If the student receives a failing grade upon repeating the course, then they will be dismissed from the program. Any exam grade below a "C" is failing and must be remediated according to the Guidelines for Remediation and Deceleration listed on page 18 of the PA Handbook.

C. Classroom and Clinical Evaluation

In the classroom and laboratory settings students may be evaluated by written examinations, case presentations, group projects, written assignments, graded lab work and practical examinations. Evaluations may also be based on class participation and class presentations. The faculty has the autonomy to select the specific method of evaluation used in individual courses. Evaluation methods will be provided to the student in the course syllabus. Many course syllabi are available electronically and may be reviewed in the classroom. Syllabi are tentative and may be modified by the instructor to best meet the educational objectives of the course. While on clinical rotations, students are evaluated on oral and written communication skills, interpersonal skills, professionalism, medical knowledge, correlative abilities, technical skills, and PA role performance. Students are evaluated by their preceptor and by examination.

D. Submission of Grades

The PA Program requests that program faculty members submit grades to the student body within one week of the administration of an exam, if possible. Grades may be distributed to the students by the staff/faculty in either hard copy or electronic media. Students with unsatisfactory performance on an examination are expected to meet immediately with instructors and/or course coordinators to discuss plans of action.

E. Grade Appeals

Please refer to the current [Graduate Catalog](#) for policies and procedures related to grade appeals.

F. Review of Examinations

Copies of individual examinations are temporarily on file in the Applied Medicine and Rehabilitation Department. Due to the nature of exam material, students will not be allowed to keep or obtain a copy of any examination. Students may access their examinations for review by appointment with their instructor.

Instructors are requested to review course exams with the class to ensure that the examination process becomes a learning experience.

Sharing information about PA Program evaluation instruments is considered unethical. The practice of copying or maintaining old test files for classmates and future students is prohibited. Knowledge of such actions may result in the administration of new tests to said students, validation of prior scores, and/or dismissal/sanctions based on the PAC action.

Examinations

Examinations are noted on the syllabus. Changes in the schedule will be communicated as soon as possible.

The program encourages, but does not demand, faculty to announce the exam length and format in advance of the examination date. More time may be allotted on the class schedule than may be needed for an exam. Course instructors designate the amount of time that students have to complete an examination.

Late arriving students may be excluded from the examination room. Additional testing time may not be allowed for late arriving students. Instructors may use their discretion to determine additional testing time or student

exclusion. Unexcused absences during examinations may result in a grade of “0”. Special arrangements may be granted for excused absences at the discretion of the instructor.

Students are prohibited from possessing any device capable of transmitting text, voice, or photos during examinations (unless specifically allowed, in writing, by the course instructor).

Fair Practice Work Policy

A Fair Practice Work Policy protects students from assuming the role of their credentialed supervisor, administrative assistant, preceptor, professor, or clinical instructor. Students should be supervised in their field and clinical experiences and should not be serving as a workforce. Physician Assistant students should be supervised at all times and final decision making/patient care is the responsibility of the preceptor. All documentation regarding patient care must be reviewed and signed by the clinical preceptor.

Graduation

Graduation is dependent upon the successful completion of all courses and PA Program requirements. The PA Program and Registrar will review all student records prior to notifying the National Commission on the Certification of Physician Assistants (NCCPA). **Successful completion the ISU Physician Assistant Program entails:**

- Completing the Patient Record Portfolio (Case Log)
- Completing the Procedure Log
- Completing 44 weeks of clinical education and receiving eleven (11) passing grades, 40% of which comes from preceptors and includes an assessment of professionalism and adherence to acceptable standards of ethical conduct
- Passing all required PA courses and maintaining a minimum GPA of 3.0
- Meeting all curriculum requirements as published by the Registrar’s Office

Graduation from an ARC-PA accredited physician assistant program is required before a student may sit for the Physician Assistant National Certifying Examination (PANCE). For more information on certification and testing requirements please visit the [NCCPA](#).

Eligibility to “walk” onstage at graduation is determined by the Registrar’s Office. A student may successfully complete program requirements, yet have his or her degree officially conferred at a later time. All students must officially submit a request to graduate to the Registrar’s Office during the final year of the program. No degrees will be conferred if transcripts or fees are outstanding.

Health Insurance

All PA students are required to have health insurance. Documentation of health insurance coverage is required prior to participation in clinical education.

ISU does not assume responsibility for health-care-related costs arising from the illness or injury of a student.

HIPAA and /Patient Confidentiality and /Care

The ISU PA Program complies with all federal laws related to the confidentiality of student/patient/client medical information, including the Privacy Regulations issued pursuant to the Health Insurance Portability and Accountability Act of 1996 (HIPAA). You are required to comply with such laws and the medical record confidentiality policies and procedures of any health care encounters you are assigned. Violation of HIPAA will result in your dismissal from the program.

All data gathered about a patient and his/her illness, including all items within a patient's medical history, is privileged information. Students should not discuss a patient's records in a manner or a situation that would reveal any information about that patient or his/her records to persons not involved in the patient's care or not part of the health care team. Charts or contents, e.g. lab reports, etc., are not to be removed from the hospital or

clinical setting. If photocopies of work are to be submitted to the program for evaluation, all specific references to the patient (i.e. name, address, and identification number) must be deleted.

Reference, at any time, to a patient in a dehumanizing or insensitive manner is not professional and **WILL NOT BE TOLERATED**. The PAC will review such an infraction.

It is the student's responsibility to insure that ALL patients are also seen by the supervising preceptor. A patient should never be discharged without consulting with the preceptor. The student is to present each patient to their supervising preceptor for approval of entries into the medical record. All medical records must have the signature of a supervising preceptor. Each patient note should state the patient was seen and examined by the preceptor, and contain an entry from the supervising preceptor.

To protect the well-being of patients:

- A student, under NO circumstance may give a verbal order to any other health professional.
- A student, under NO circumstance may give written orders to be carried out without the supervising preceptor's approval and signature.
- A student under NO circumstances may sign prescriptions. The only signature that should appear on a prescription is that of the supervising physician or licensed physician assistant.

These guidelines must be strictly adhered to for the students' protection and the protection of the patients seen by students.

Illness Policy

Any student with a potentially communicable disease state that places patients in immediate danger should remove themselves from both the classroom and clinical components of the program. Students may return 24 hours after resolution of their symptoms. Please consult with your personal health care provider for guidance. The ISU Physician Assistant Program Medical Director, Program Director, and/or principle faculty will not participate as healthcare providers for students in the program, with the exception of emergency situations per accreditation standard A3.09. Symptoms which should prompt evaluation for classroom and workplace fitness include but are not limited to:

- Acute phase of an upper respiratory infection
- Acute sore throat
- Fever over 100.5 F°
- Vomiting within the previous 24 hours
- Acute phase of mononucleosis
- Bacterial sinus infection
- Conjunctivitis
- Antibiotic treatment for less than 48 hours
- Open wounds/infectious skin disorders that are uncovered and/or untreated
- Suffering from any condition in an infectious state

The University Pandemic Influenza policy and COVID-19 Policy can be accessed at the [University H1N1 Policy](#) and [COVID-19 Policy and Updates](#). All faculty, staff, students, and clinical preceptors are expected to follow the University policy.

The PA preceptors and educators reserve the right to excuse any student for the day that may place patients, staff or students at risk of a communicable disease.

Immunizations and /Health Examinations

The Center for Disease Control's (CDC) Advisory Committee on Immunization Practices (ACIP) strongly recommends that all healthcare workers (including students in medical disciplines) be vaccinated against (or have documented immunity to) hepatitis B, influenza, measles, mumps, rubella, and varicella. All students attending a college or university in the state of Indiana must provide verification related to Measles, Mumps, Rubella, and

Meningococcal. Additionally, some clinical sites may require additional screening or verification of immunization status.

Physician assistant students are at risk for exposure to and possible transmission of vaccine-preventable diseases because of their contact with patients or infective material from patients. Among healthcare professionals, risks for percutaneous and mucosal exposures to blood vary during the training and working career of each person but are often highest during the professional training period. Maintenance of immunity is therefore an essential part of our prevention and infection control program. Optimal use of immunizing agents and screenings safeguards the health of students and protects patients from becoming infected through exposure to infected workers. Therefore, all students enrolled in the ISU PA Program must provide documentation that he or she is compliant with all required immunizations or he/she will not be allowed to participate in the laboratory or clinical portions of the program.

All students are required to submit documentation of a physical health evaluation prior to enrolling in the program. To be compliant, the health evaluation must confirm that a student is:

- Free of any communicable disease which could jeopardize the health of patients or fellow classmates, and is
- Capable of performing the work assigned to him/her in the practice setting as a physician assistant student.

The Registrar and PA program is responsible for verifying each student's immunization and health status. As required by the ARC-PA, all health records are confidential and are not accessible to or reviewed by program faculty and staff. At least annually, the staff of the PA program will request verification of compliance for all students enrolled in the program.

All students must remain compliant with the above health policy. If a student fails to comply with the immunization and health status verification process, the student will be unable to register for courses and will be removed from participation in any clinical situation, including removal from a clinical rotation.

Some clinical affiliates (e.g. hospitals) may require that a student receive additional vaccinations, and/or have antibody titers drawn for specific conditions to meet variable state and/or institutional regulations. Moreover, at times, the CDC's Advisory Committee on Immunization Practices or Indiana Department of Health may revise their guidelines without prior notice. In these unforeseen instances, the student will be responsible for the cost of compliance.

All students must sign a record release form so that health related information can be forwarded to clinical education sites, if and when requested. Additionally, all students will be provided an up-to-date file verifying their compliance prior to beginning supervised clinical experiences. This file should be made readily available for hospital and facility administrators responsible for verifying student immunization and health status. If you have questions regarding your ability to comply with the above health policy, please contact the Program Director.

Requests for waivers and exemptions will be reviewed and adjudicated by the PAC based on accepted standards of practice as recommended by the CDC, and applicable local, state, and federal regulations.

National Criminal Background Check and /Drug Screening

Physician Assistants are qualified healthcare professionals who serve the public. As such, the AMR Department has adopted a criminal background check policy for its students to protect involved parties and ensure legal safety to individuals served during clinical education experiences. This policy serves to protect the department, university, clinical sites, recipients of medical services (i.e. the public), and students. However, this policy does not support the exclusion of applicants solely on the basis of a prior felony conviction. ISU and the AMR Department reserve the right to evaluate self-disclosed and national criminal background check reports and drug screens to determine the severity of the offense and potential endangerment to the public and ISU affiliations. Students who pose a clear threat to the safety and security of the public, ISU, or ISU affiliations and/or whose convictions are deemed to impede their ability to perform specified requirements of the

PA Program shall not be admitted, or be dismissed from the Clinical Year at Indiana State University. Students may appeal PAC decisions in writing.

- All students will undergo a Criminal Background Check prior to enrollment which will be valid until graduation.
- Criminal background checks and drug screens will be kept in your student file, are considered confidential, and no results will be released.

Personal Appearance

Personal appearance is extremely important to facilitate acceptance by other health professionals and patients. A professional/conservative appearance can aid in establishing patient confidence and trust, even for a clinician that has limited experience. The appearance of one individual is often generalized to the entire profession. Your conformity to these requirements will aid in motivating the preceptors, potential preceptors, hospital administrators, and staff members to help you get the clinical exposure you need to be a great physician assistant. In addition clinical rotations may require extensive physical exertion. For example, students may be required to perform CPR, assist in the reduction of dislocations, position patients, or play with children. Thus, appropriate dress must also consider comfort and the work environment.

Personal appearance during assigned clinical experiences:

- Short clean white “intern” style lab coats/jackets must be worn at ALL times, except if the institution’s policy prohibits their use.
- Proper name identification badges, that are provided free by the university (a minimal cost to the student may be incurred for lost badges), must be worn at ALL times, without exceptions. In addition, you may also be required to wear a hospital identification badge.
 - In professional interactions with patients and others, a student must always introduce him or herself by their full name and identify themselves as an ISU physician assistant student.
 - In all professional communications, students will introduce him/herself as an ISU physician assistant student. No student will casually accept a “page” with the title “doctor”.
 - Students must use the designation ‘PA-Student’ following all notations in charts, records, and other medical forms. The abbreviation ‘PA-S’ is less familiar and should be avoided to prevent confusion as to title.
- The ISU PA Program embroidery must be placed on the right breast of your lab coat.
- Each student is expected to present a neat appearance at all times.
- Students should consider the image projected to the patient and others with regards to hairstyle, beards and mustaches. Hair must be clean and well groomed. Students with long hair will be expected to wear a suitable style while on duty.
- Clothes should be clean and conservative. Safety and professionalism must be considered at all times when evaluating hemlines and necklines. A shirt and tie with conservative dress slacks are considered appropriate dress for male students. Jeans are not acceptable or appropriate dress for either male or female students.
- Shoes should be well fitted and kept presentable. “Tennis shoes”, “joggers”, “sneakers”, and other forms of athletic shoes are not considered appropriate attire. The only exception is while wearing scrubs.
- Sandals and other forms of open-toed shoes are not considered appropriate attire.
- Excessive jewelry is a safety risk for students. Necklaces, bracelets, piercings, and long earrings can inadvertently cause harm to the student and/or patient.

A student failing to maintain a professional personal appearance may be removed from the clinical site by a preceptor or program faculty member. Removal may have course grade implications.

Professionalism and /Attitude and /Civility Policy

Students are professional trainees and representatives of ISU and the physician assistant profession. Students encounter patients, families, and a variety of health professionals during both their didactic and clinical

education. The quality of the training that ISU offers is dependent on the spirit of cooperation that is given by various healthcare sites.

In both the didactic and clinical settings, students are expected to conduct themselves in a manner consistent with the standards of an institution of higher education and are required to abide by the highest codes of academic honesty, ethical fitness, and professional conduct. All Physician Assistant students must be of good moral character to participate in clinical experiences and have contact with patients.

All students are expected to act in a mature, professional manner at all times. Any incident of rude or disrespectful behavior toward faculty, patients, preceptors, staff members, ancillary help, nurses, or any other allied health professional will be dealt with in a prompt manner and may impact course grades. This behavior will be brought to the attention of the Program Director and the PAC who have authority to recommend disciplinary action. All students will adhere to the following guidelines:

- Always address adult patients and their family members by using the appropriate prefix (i.e. Mr., Ms., or Dr.) along with their last name.
- Always address your faculty member or preceptor properly (i.e. Dr. x or Mr. /Ms. /Mrs.). If the faculty member or preceptor states that you may call him/her by their first names you may do so, however, never in the presence of patients, administrators, or other professionals.
- Only observe and/or participate in the care of patients that have been specifically assigned to you by the preceptor/instructor.
- Confine your clinical activities to only areas that have been previously cleared through the program.

Professional characteristics key to the development of a health care provider include, but are not limited to:

- Ethical conduct and honesty; (including academic honesty)
- Integrity;
- Ability to recognize one's limitations and accept constructive criticism;
- Concern for oneself, others, and the rights of privacy;
- Appropriate value judgment with respect to interpersonal relationships with peers, superiors, patients, and their families;
- Responsibility to duty;
- An appearance consistent with a clinical professional;
- Respectful and appropriate interactions with peers, faculty members, and any individual associated with the program;
- Punctual attendance at all program scheduled activities and adherence to deadlines set by the faculty and preceptors;
- Obeying the laws of society

Students have a portion of their course grades evaluated according to observed behavioral and attitudinal criteria felt to be important to the development of a physician assistant. These include qualities such as personal honesty, reliability, punctuality, attendance, initiative, ability to accept constructive criticism, interest in work, attention to dress codes, relating appropriately with co-workers and other health care professionals as well as patients, fostering confidence in his/her competence among patients, peers and supervisors, and demonstrating adequate and appropriate confidence in his/her abilities.

Unsatisfactory clinical evaluations regarding performance of the student in the student-patient-staff relationships will impact course grades. Unsatisfactory performance includes deviation from appropriate codes of conduct expected of a physician assistant student. The PAC will consider reports of student unsatisfactory performance to determine appropriate action.

A student may be removed at any time from a clinical experience at the discretion of the PA Program Director or the preceptor for failing to meet behavioral and attitudinal criteria. The decision to award a failing grade due to acts of unprofessional conduct (e.g. failing to meet behavioral and attitudinal criteria) rests with the course instructor. Clinical evaluations by preceptors which include unsatisfactory evaluations in the categories listed above will have course grade implications. Substantiated claims of unprofessional conduct will impact course grades and may be brought to the attention of the PAC for disciplinary consideration. At the

end of each semester, a Professionalism Evaluation will be completed on each student by their advisor. Any behavioral or professionalism issues that are found will be brought before the PAC.

Social Media Use

Students are expected to act professionally with all social media use, which includes posts, pictures, and any other function of the site. Social media usage will be prohibited during any class time. HIPAA guidelines must be followed with all Social media use. It is recommended that students adjust privacy settings on their personal accounts and associated groups to limit access to their personal account. Any violation of HIPPA or unprofessional conduct will be reviewed by the PAC for disciplinary consideration and may result in removal from the program. Any violation of HIPPA or unprofessional conduct may also prevent the student from obtaining future licensing and may have legal ramifications.

Remediation

Remediation is a program-defined process for addressing and correcting deficiencies for students in the program who either have not met an academic standard and are still active in the program. Remediation is an opportunity to correct unsatisfactory academic performance, academic progress, and/or professional conduct issues in the program. An opportunity for remediation is not automatic and may not be offered at the discretion of the PAC along with the course director. Remediation may occur at the program-level for a non-passing grade on any assessment as identified in the course syllabus and required for progression in the program. This is defined in “Minimum Passing Grade” within the student handbook. Remediation is not offered for violations of professionalism and/or behavioral policies as defined in “Professionalism Probation” of the student handbook. These professionalism violations will result in professionalism probation with subsequent violations being subject to dismissal from the program.

Focused remediation assignments may be assigned for failure of any critical assessments in the program and include didactic course final exams, pre-clinical year OSCEs, clinical year end-of-rotation exams, and all of the components of the program summative evaluation including the End-Of-Curriculum exam that is required for graduation. Failure of any of these key assessments would require remediation before progressing in the program and may result in a delay of graduation.

Didactic Phase

Didactic year assessment remediation will include a written narrative for each question they failed to answer correctly by supporting their understanding of the correct answer and why the distractors are incorrect. The student will be able to utilize printed notes or textbooks for this remediation. No laptops or electronics will be permitted. These remediations will be proctored and scheduled within two weeks of the failed assessment. All ADA accommodation will be followed. The grade may be remediated to a maximum grade of 70% as a result of the written report according to the following:

- A student may only adjust 2 didactic remediation assessments per semester up to 70%, in chronological order. Any further grades below minimum standards (<70%) will stand. However, the student must complete the written remediation report if they had a grade below 70% even if the calculated final grade is above 70% (this is to make certain that the material is learned, and competencies are met prior to moving on).
- If a student receives an assessment grade <70% more than twice in a semester the program faculty will impose academic probation

After considering all pertinent circumstances in each case, including but not limited to the student’s demonstrated dedication to learning, active participation in the educational program, overall academic/clinical performance, regular attendance, individual initiative, professionalism, and utilization of available resources, the PAC may recommend a remediation plan including a timeline for completion and criteria for successful remediation. Copies of the remediation plan and outcomes of remediation will be maintained in the individual student program file. Students who fail to meet these requirements will be subject to dismissal from the program after evaluation by the PAC.

Clinical Phase

A student may remediate up to four end of rotation exams throughout the clinical year as described in the clinical year handbook as the following:

- Anyone failing to achieve a passing score will be required to provide a written narrative for each question they failed to answer correctly. The description of the questions is provided in the analysis section of the end-of-rotation exam reports and must be used by the student as a guide as to what topic is to be covered by the narrative. The narrative has to be brief (not to exceed 400 words) and provided in the student's own words. The source used to provide the narrative must be cited at the end.
- The narratives have to be provided to the Clinical Coordinator or an affiliate faculty member assigned by the Clinical Coordinator by the second Sunday of the next rotation.
- Elective and floating rotations do not have EOR exams. In this case 80% of the student's grade will come from the Preceptors evaluation of the student.
- Students that fail 5 EORE's exams will be dismissed from the program or be granted the option to repeat their clinical year, including PASS 643, at the discretion of the PAC.
- Students that fail 4 EORE's will complete an eight-hour review of topics vetted by PA staff on hematology, infectious disease, and ENT as these are the lowest scoring topics on PANCE. These topics may be updated yearly based on PANCE performance. Data shows that EORE performance is a predictor of PANCE pass rates.
- Students that fail 3 EORE's will be placed on academic probation and will meet with their advisor.

Summative Evaluation

The Summative Evaluation at the end of the program is required to ensure students meet the program competencies to enter clinical practice, including clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, medical knowledge, and professional behaviors. This includes completion of the capstone project, and satisfactory achievement of our professionalism standards. For successful completion of PASS 687 and therefore be eligible for graduation:

- A student must earn a final grade of 70% or above in PASS 687. Each student will take 4 weekly exams and an End-of-Curriculum Exam (from PAEA). Each of the weekly exams will be composed of 100 questions and are timed at 100 minutes. Each weekly exam is worth 15% of the total grade for the class. The end-of-curriculum exam is 300 questions, timed at 5 hours long and scheduled for one day (ADA accommodations are available) and worth 35% of the total grade.
- The passing rate for each weekly exam is 70%
- The PAEA end-of-curriculum exam that is administered in Week 6. This is purchased directly from PAEA. They utilize a scaled score: [End of Curriculum™: Scoring and Interpretation | PAEA \(paeaonline.org\)](https://paeaonline.org/End-of-Curriculum-Exam-Statistics)
- In order to receive the entire 35% of the End-of-Curriculum weight, the student must score at or above one standard deviation below the most current national average. [End of Curriculum™: Exam Statistics | PAEA \(paeaonline.org\)](https://paeaonline.org/End-of-Curriculum-Exam-Statistics)
- If a student passes 2 or more weekly exams and fails to score one standard deviation above the national average for the End-of-Curriculum exam, then they will be given an "in progress" (IP) grade and provided with the opportunity to retake the End-of-Curriculum exam no sooner than 60 days after the initial administration date. The student will be responsible for the cost of the exam (currently \$99.00).
 - During the 60-day period, the student will be given an individualized remediation plan self-directed and monitored by the didactic coordinator.
 - The end-of-curriculum exam must be proctored and in person on campus.
 - If the student fails the end-of-curriculum exam the second time, the student will fail the course. The student could take the course when it is next offered by the program after evaluation by the PAC. The program expectation would be to have the student repeat the course during the post-clinical phase of the next academic year.
- There will be no remediation of the weekly exams. If a student fails more than 2 weekly exams and the end-of-curriculum exam, the student will have a final grade of <70%, an F, and fail the course PASS 687. The student may be permitted to take the course when it is next offered by the program, after evaluation by the PAC.
- If the student has a final grade of <70%, they will then fail PASS 687. The student may be permitted to retake the course when it is next offered by the program, after evaluation of the PAC. The program expectation would be to have the student repeat the course during the post-clinical phase of the next academic year.
- If a student repeats PASS 687 and fails for a second time by failing to gain the required 70% grade, the student will be dismissed from the program, which is in line with the university graduate course repeat policy. [General Policies and Regulations - Indiana State University - Acalog ACMS™ \(indstate.edu\)](https://www.indstate.edu/academic/graduate/policies/regulations)
- For a review of the program's policy on maintaining good academic standing and remediation or deceleration, review the PA Program handbook.

Deceleration

Deceleration is defined as any event/action that causes a student to be removed from their entering cohort, who remains matriculated in the program. Deceleration may occur as a result of academic probation, a leave of absence, or withdrawal from a course or semester. Remediation (above) is the priority over deceleration if possible. A student requesting deceleration must communicate the request in writing to the Program Director who will present the request to the PAC for discussion and recommendations and make a final decision. Reinstatement following deceleration includes a remediation plan to ensure that the student meets the criteria to successfully proceed in the program. Deceleration may occur only once.

Deceleration will not be approved in the following circumstances:

- Academic dismissal
- To avoid being dismissed
- Dismissal for behavioral or professionalism issues

Didactic Phase

A student who is decelerated in the Didactic Phase will not be permitted to enter the Clinical Phase until they have successfully completed the Didactic and Preclinical phases, including any courses they remediated. The student acknowledges that additional tuition and fees may be incurred with repeat coursework, and that said coursework might not be eligible for financial aid.

Clinical Phase

A student who has decelerated during their clinical year must successfully complete all rotations required by the ISU PA curriculum, earning 70% (C) or above in each to be able to graduate. If a decelerated student consistently demonstrates academic, professional, or attitudinal difficulties the student's performance will be reviewed by the Physician Assistant Committee (PAC) and may result in dismissal from the program.

Leaves of absence

Under certain circumstances, students may request a leave of absence from the college by submitting a written request to the Program Director and the Dean of the College, following the policies set forth by the university. A leave of absence is limited to 12 months. Students requesting a leave of absence must be in good academic standing at the time of the request, except in the case of extenuating circumstances, and/or those that may require a medical leave of absence as approved by the PAC. Students may not request a leave of absence to avoid dismissal from the program. A leave of absence may result in withdrawal from the semester. If a leave of absence has been granted, the student must complete their missed courses the next time they are offered in the next calendar year.

During the clinical year, a leave of absence may result in a delay in graduation.

In the case of a leave of absence resulting in deceleration, the student must follow the procedures for reinstatement detailed above in "deceleration". In all cases of leave of absence, the student is required to satisfactorily complete the full curriculum to be eligible for graduation.

Voluntary Withdrawal

Voluntary withdrawal from a course, semester, or program is initiated by the student. Prior to withdrawing, students must meet with the Program Director to discuss the impact of withdrawal on student progression in the program.

During the clinical year, withdrawal from a course or semester may result in delay in graduation. Withdrawal during a period of academic probation may result in dismissal from the program at the discretion of the PAC. Upon an approved withdrawal, a student may receive a tuition refund according to the university policy.

Probationary Leave

The PAC may impose probationary leave for a maximum of one year for a student who has failed to satisfactorily complete a course(s) or is failing to adhere to the policies and procedures of the PA Program.

Probationary leave that extends beyond one year will require students to immediately discontinue their course of study as a full-time student in the PA Program. During probationary leave, students may be allowed to audit PA

program courses previously enrolled at ISU. Academic probation may result in prolonged time to graduation. Upon return to full-time status in the program, the student will be maintained on academic probation and evaluated by the PAC following completion of the semester of return.

Except in extraordinary circumstances, the PAC will impose the probationary leave option on a student only once in their course of study.

Roles and Responsibilities of Department and Program Members

Department Chair – Direct oversight of undergraduate and graduate programs within the Department of Applied Medicine and Rehabilitation.

Program Directors – Manage individual programs within the Department of Applied Medicine and Rehabilitation.

Medical Director – Provides support within the Physician Assistant Program in ensuring that both didactic instruction and supervised clinical practice experiences meet current practice standards.

Faculty – Manage and direct courses and facilitate student learning outcomes and course objectives for individual courses. Also provides advising for students within the Department of Applied Medicine and Rehabilitation.

Preceptor – Facilitate and evaluate clinical experiences and provides direct supervision of students in the clinical setting.

Student Services Assistant – Provides student guidance, manages student files, facilitates admission process and procedures documentation for verification and accreditation.

Administrative Assistant – Provides administrative support to the Department of Applied Medicine and Rehabilitation.

Schedule

Course schedules are prepared by the Applied Medicine and Rehabilitation Department and distributed by the Registrar's Office prior to each semester, subject to change as deemed necessary to meet the needs of the students, faculty, and institution. Scheduling after the first semester is variable. The program makes every attempt to offer ample advance notice related to any schedule changes. Coursework is offered during both the day and evening hours.

Sexual Harassment Policy

Sexual harassment is prohibited and will not be tolerated within the ISU Applied Medicine and Rehabilitation Department or any of the facilities that ISU students operate in. All students are expected to read and adhere to the [ISU Sexual Harassment Policy](#).

Student Complaint and Grievance Policy

All formal complaints and grievances should be formally filed following the [College of Health and Human Services Grievance Policy](#).

Student Records

The Physician Assistant Program Office maintains a student file on every student and for five years post-graduation which includes copies of communication sent or received pertaining to the student and his/her course of academic and clinical studies student advisement sessions, preceptor's evaluation of student forms, course registration, admissions' application, and grade reports. Students have access to their own file by asking the PA faculty or the Student Support Specialist. Files are kept in a locked cabinet within a locked room by the Applied

Medicine and Rehabilitation Department. The Registrar's Office maintains a permanent electronic file/transcript indefinitely.

Sycamore Express for Graduate Students

[Sycamore Express](#) provides one-stop answers and assistance for currently enrolled ISU graduate students and can be a valuable resource to you.

The PA Program reserves the right to change, without notice, any statement in this Handbook concerning, but not limited to, rules, policies, fees, curricula, and courses. Such changes shall be effective whenever determined by the appropriate faculty and administrative bodies and shall govern both old and new students.

ISU does not discriminate on the basis of sex, race, age, national origin, sexual orientation, religion, disability, or veteran status. In line with its commitment to equal opportunity, the University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications meeting established criteria.

ISU is committed to affirmative action for employees and students through active recruitment, promotion, retention, and enrollment of minorities, women, persons with disabilities, and veterans.

The University subscribes to, and abides by, all federal and state legislation and regulations regarding discrimination.

PAC Approve _ 12/19/23