

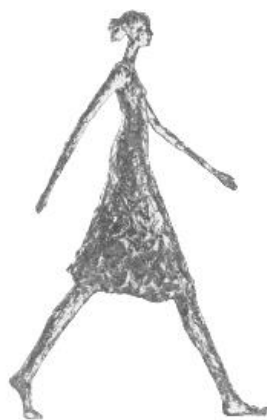
College of Saint Mary



Physician Assistant Studies Program

Policies and Procedures Handbook

2017-2018



Welcome Letter

Welcome to the Physician Assistant Studies (PAS) Program in the Division of Arts, Sciences, & Professional Studies at the College of Saint Mary (CSM) in Omaha, NE. You should be commended on the hard work and dedication you have demonstrated up to this point, and we are excited to have you begin the next chapter of your educational career with us as you embark on becoming a Physician Assistant. Our curriculum will establish a strong scientific foundation upon which you will build evidence-based clinical knowledge and skills using a holistic approach to health care education. In addition, you will develop the compassion, dignity for others, and leadership qualities common to all CSM graduates. We believe our curriculum will provide you with the tools necessary to provide compassionate, high quality medical care to all patient populations.

The Physician Assistant Studies Policies and Procedures Handbook was created for the purpose of defining, instituting, and establishing an effective PAS program at CSM. The purpose of this handbook is to inform PAS students and faculty/staff directly involved with the PAS program of the policies and procedures governing the PAS program and apply to all students, principal faculty and the program director regardless of location unless specified differently. The handbook provides guidance to PAS students and faculty/staff regarding expectations, normal program activities, and procedures for making executive decisions and appeals. The policies and procedures have been designed to establish high quality instruction for the PAS Program. The PAS program will inform students of program policies and practices during the first week of the program, and students must acknowledge receipt of, discussion about, and agreement with the PAS program handbook through a signed attestation.

When policies are revised and represent significant change, the updated handbook will be available through myCSM. In addition, PAS students and faculty/staff directly involved with the PAS program will receive written notification of these changes.

These policies are in addition to those of the College of Saint Mary Graduate Academic Catalog and Student Handbook.

A handwritten signature in cursive script, reading "Michelle DiBaise", written over a horizontal line.

Michelle DiBaise, DHSc, PA-C, DFAAPA
Program Director, Physician Assistant Program

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* Denotes policy appears in other university catalog or handbook

1 Communication

1.1 Emergency Services Contact Information

In the event of an emergency on campus, refer to the table below. If you are unsure of how to handle any emergency situation, first call 911, then contact Safety and Security at 402-670-8848 or by dialing “1” on any campus phone. Always call Campus Safety and Security if you have called 911 for any reason. All Safety and Security Officers at CSM are trained in CPR/AED/First Aid, and are skilled to assist.

Emergency	911
College of Saint Mary Security	402-670-8848 or by dialing “1” on any campus phone
Omaha Police Department Non-Emergency Line	402- 444-4877
Omaha Fire Department General Information	402-444-5700
Nebraska Poison Control	1-800-222-1222

1.2 Purpose and Attestation (A3.01, A3.02)

The purpose of this handbook is to inform PAS students and faculty/staff directly involved with the PAS program of the policies and procedures governing the PAS program and apply to all students, principal faculty and the program director regardless of location unless specified differently. The PAS program will inform students of program policies and practices during the first week of the program, and students must acknowledge receipt of, discussion about, and agreement with the PAS program handbook through a signed attestation. When policies are revised and represent significant change, the updated handbook will be available through myCSM. In addition, PAS students and faculty/staff directly involved with the PAS program will receive written notification of these changes.

1.3 Program Faculty/Staff

The College of Saint Mary PAS Program faculty and staff are here to support your educational success. The program faculty, staff and students have a responsibility to stay in communication with each other. You can find the updated contact information for all program faculty and staff in the two tables below. Students must also inform the program of any change in contact information to ensure that communication remains possible throughout the program.

Michelle DiBaise, DHSc, PA-C, DFAAPA	Program Director	402-399-2609	mdibaise@csm.edu
Shaun Grammer, M.S., PA-C	Admissions Coordinator	402-399-2384	sgrammer@csm.edu
Anthony Limato, D.C.	Lab Coordinator	402-399-2644	alimato@csm.edu
Sara Rygol, MPAS, PA-C	Clinical Coordinator	402-399-5302	srygol@csm.edu
Katie Peterson, M.S., PA-C	Academic Coordinator	402-399-2655	dpeterson@csm.edu
David Filipi, M.D.	Medical Director	402-399-2609	dfilipi@csm.edu
Kristen Carr, B.A.	Clinical Liaison	402-399-2413	cfletcher@csm.edu
Diane Saunders	PAS Secretary	402-399-2477	dsaunders@csm.edu

2 Program Overview

2.1 Physician Assistant Profession

Definition of a Physician Assistant

A Physician Assistant is a health care professional who is medically trained and licensed to lead the management of patients with the supervision of a licensed doctor of medicine or osteopathy. This includes: medical interviewing and history taking, physical examination and testing, ordering and interpreting diagnostic tests, diagnosis, establishing treatment and prevention plans, counseling and educating patients, writing prescriptions and ordering treatments and other interventions in a medical setting

Description of Physician Assistant Profession

Physician Assistants practice with the supervision of a licensed doctor of medicine or osteopathy. The PA-physician team approach is the foundation of the PA profession and ensures the practice of high quality care. PA's provide services in rural and urban settings in private offices, clinics, hospitals, nursing homes, prisons, retail and industrial settings in primary care and multiple specialties. Education for PA's follows the medical model and is designed to complement physician training, thus enhancing the close working relationship they have with physicians. Upon graduation, Physician Assistants take a national certification examination before they are eligible for licensure. In order to maintain certification, Physician Assistants must complete 100 hours of continuing medical education (CME) every two years, and pass the Physician Assistant National Recertifying Examination (PANRE) every ten years. This

examination can be a general examination or a specialty examination depending on the qualifications of the PA. More information about certification can be found at www.nccpa.net.

2.2 Mission and Values

2.2.1 *CSM Mission Statement

College of Saint Mary is a Catholic university providing access to education for women in an environment that calls forth potential and fosters leadership. Consistent with the works, values and aspirations of the Sisters of Mercy, this mission inspires us to:

- **Excellence**
We share a passionate commitment to Mission that drives us to achieve academic distinction, foster leadership and nurture the love of lifelong learning.
- **Service**
Our culture is characterized by our commitment to servant leadership and social responsibility where we strive to understand and attend to the needs of our community in a spirit of mutuality, addressing the concerns of our times.
- **Dignity**
Our profound respect for all of creation calls us to honor the sacredness of one another, care for the earth and recognize the presence of God in all things.
- **Compassion**
In solidarity, we extend our spirit of mercy in all relationships, caring for the joys and sorrows, hopes and dreams of others.
- **Inclusivity**
Our welcoming and hospitable environment reflects a diverse collegial community that honors all cultures and cares for the global community.
- **Integrity**
We uphold the trust people place in us by demonstrating wholeness of character, stewarding the gifts we have been given and caring for the well-being of our body, mind and spirit.

2.2.2 Physician Assistant Program Mission Statement

The mission of the College of Saint Mary Physician Assistant Studies Program is to establish an educational environment fostering academic excellence and leadership, which prepares students to become competent Physician Assistants who possess the knowledge, compassion and clinical skills necessary to provide high quality medical care to all patient populations, including those that are underserved.

2.3 Program Goals

The College of Saint Mary PAS program prepares all graduates to:

Goal	Measures of Success*	Progress Since Implementation of Goals
Provide evidence-based medical education that prepares students to practice in diverse settings throughout Nebraska	<p>100% of students will complete a rotation in an underserved and/or rural setting.</p> <p>At least 50% of students will practice in Nebraska after graduation.</p> <p>At least 50% of students will practice in an underserved or primary care practice after graduation.</p> <p>80% of graduates serving underserved patient populations will report by survey that they agree or strongly agree that their PAS program experiences prepared them to serve these patients and communities.</p>	<p>To date, 96.3% of students have a rotation completed or currently scheduled in a rural or underserved rotation.</p> <p>Outcome data following the first graduating class is expected to become available and be published in 2019 for the other three goals.</p>
Be effective members of the healthcare team in an interprofessional healthcare environment	<p>100% of students will have participated in interprofessional experiences and exercises by the time of graduation.</p> <p>SCPE clinical instructional faculty will rate 90% of students as above average (4) or excellent (5) for performance in the interprofessional health care.</p>	<p>100% of students have participated in IPE experiences on campus.</p> <p>To date, 96.3% of students</p>

		received a rating of 4 or higher on preceptor evaluations for performance in IPE collaboration with means on each item of 4.87/4.82
Maintain a 100% job placement of recent graduates actively seeking employment	100% of certified graduates seeking employment will be employed as Physician Assistants within 6 months of graduation.	Outcome data following the first graduating class is expected to become available and be published in 2019 for this goal.
Foster a culture of service and compassion and to provide for the underserved of our community	10% of PAS program graduates will have contributed to society through volunteerism or service by Fall 2021.	Outcome data following the first graduating class is expected to become available and be published in 2019 for this goal.
Provide the support and opportunities necessary for each student to be successful in the program	<p>100% of students will demonstrate awareness of the academic, psychological and social support systems in place at CSM.</p> <p>80% of PAS graduates will report by survey that the PAS program provided them the support and opportunities necessary to be successful.</p> <p>80% of current PAS students will report by survey that the PAS program provided them the support and opportunities necessary to be successful during annual program assessment surveys.</p>	<p>100% of students in the Classes of 2018 and 2019 demonstrated awareness of the CSM support systems.</p> <p>Outcome data following the first graduating class is expected</p>

		to become available and be published in 2019 for these goals.
Collaborate with CSM pre-PA enrollment counselors and faculty to ensure the recruitment and development of highly-qualified, compassionate, and caring applicants to the PAS program	<p>Accepted applicants to the PAS program will have a mean cumulative college G.P.A. of 3.5 or higher.</p> <p>The applicant to available cohort position ratio will be 2:1 by Spring 2019 and 3:1 by Spring 2021.</p> <p>PAS program faculty will report that 80% or more of students demonstrate adequate or optimal academic preparation for courses based on didactic year performance.</p>	<p>Mean Level 1 GPA = 3.88 Mean Level 2 GPA = 3.87 Mean Level 3 GPA = 3.86</p> <p>Applicant to available cohort ratio for the Class of 2018 was 1:1, for the Class of 2019 was</p> <p>Outcome data following the first graduating class is expected to become available and be published in 2019 for this final goal.</p>

*The CSM PAS Program is a developing program, so no outcome data on graduates is yet available. Outcome data following the first graduating class is expected to become available and be published in 2019.

2.4 Accreditation

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

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.

Pre-physician assistant status students are currently being accepted and under all circumstances will be eligible to complete a degree in their current program of study.

The University is accredited by [The Higher Learning Commission](http://www.hlcommission.org), 230 South LaSalle Street, Suite 7-500. Chicago, IL 60604. (800) 621-7440 or inquiry@hlcommission.org.

2.4.1 Teaching Out Policy

All students that are accepted and begin the Master of Science in Physician Assistant Studies program at the College of Saint Mary (CSM) will be aware that they are eligible to take the PANCE upon graduation. If CSM is unable to continue the program or it loses accreditation, no new students would be admitted into the program until accreditation is reinstated, and all current students would continue the PAS program curriculum as designed until completion to ensure all students receive the educational opportunities required to meet all program competencies and graduation requirements as well as be eligible to take the PANCE. CSM is accredited by the HLC, and in the event of program closure, abides by the HLC "teach out" policies available on their website at: <https://www.hlcommission.org/Policies/teach-out-arrangements.html> and would work closely with the HLC liaison to develop an appropriate teach out policy.

2.5 Board Examination and Licensing

2.5.1 PANCE

Following graduation, graduates of the PA program must pass the National Commission on Certification of Physician Assistants (NCCPA) Physician Assistant National Certifying Exam (PANCE) to become a certified PA. Graduates will have a maximum of six attempts over a six year period (90 day waiting period in between) to pass the exam. The NCCPA defines eligibility as a graduate from a program accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) as a Physician Assistant Program; PA program graduates will be deemed to have graduated from an accredited program if their PA educational program was accredited at the time of their matriculation (starting the graduate program). More information can be found on the NCCPA website (www.nccpa.net).

2.5.2 State Licensing

A Physician Assistant must become licensed in the state in which he/she wishes to work prior to beginning practice. The majority of states require graduation from a PA program and successful completion of the NCCPA certifying exam (PANCE). Each state has its own rules and regulations, so it is the responsibility of the PA graduate to research and learn the requirements for the state in which he/she wishes to work. Resources can be found on the American Academy of Physician Assistants (AAPA) website (www.aapa.org) and each state's individual licensing website.

2.6 PAS Program Committee

The PAS program committee includes the PAS Program Director, Medical Director and principal (full-time) faculty. This committee meets at least once per month. The role of this committee is to ensure that all aspects of the PAS Program meet the accreditation *Standards* of the ARC-PA, as well optimally serve the program's mission and goals. All policies in this handbook were reviewed and approved by the PAS Program Committee. Any concerns about the policies in this handbook should be directed to the members of this committee. The current members of the committee can be found in section 1.2 above.

2.6.1 PAS Program Clinical Committee

The PAS program clinical committee is chaired by the PAS Clinical Coordinator and includes the Clinical Education Liaison. This committee meets at least once per month. The role of this committee is to manage the clinical phase of the PAS program.

2.6.2 PAS Program Didactic Committee

The PAS program didactic committee is chaired by the PAS Academic Coordinator and includes the PAS Lab Coordinator, PAS Admissions Coordinator, and all didactic PAS principal faculty. This committee meets at least once per month. The role of this committee is to manage the didactic phase of the PAS program.

2.7 Academic Advisement

Upon entering the Physician Assistant Studies program, new students will be assigned an academic advisor who is one of the full-time program faculty. Students can communicate with their advisor about any questions or concerns. Students will be required to meet with their advisor once a semester and any other time the advisor needs to disseminate information to the student. If a student would like to meet with their advisor, that student should contact their advisor by telephone or email to make an appointment. Faculty may be available for walk-in advising inquiries, but this cannot be guaranteed. Students should make an appointment whenever possible.

Students are advised to seek assistance from the course instructor as issues arise, rather than only before or after examinations/assessments. The availability of course instructors is provided in each course syllabus. Office hours for program faculty will be posted in the PA Office Suite, Hill-Macaluso Hall room 224.

Faculty Advisors Will:

Monitor academic progress and review effective student habits with their advisees.

- Be available to students for academic advising and consultation throughout both the didactic and clinical portions of the program.
- Be an advocate for the student during her/his enrollment in the program.
- Discuss appropriate professional behaviors for the PA profession with the student.
- Refer students to support services within the college as needed.
- Inform students about program policies, changes and graduation requirements.

Faculty advisors are considered advocates for the students and are instructed to act with the student's welfare in mind. It is in the student's best interest to get to know their academic advisor to ensure effective rapport and to produce positive collaboration. This will be of particular importance in regard to professionalism and professional behavior.

2.7.1 Procedure to Change Advisor

If a student decides for any reason that he/she would like a different advisor, the student may request this change by completing the following steps:

1. Create a one-page summary describing the rationale for a change in advisor.
2. Submit this summary to the Physician Assistant Program Director.

3. Within one week of submission, the Program Director will contact the student by email with his/her final decision regarding the request. If the change is deemed necessary, the letter will contain the new contact information for the student's new advisor.
4. All decisions made by the Program Director concerning the advisor change are final.
5. The new advisor will complete the change of advisor form, have the student approve it, and submit it to the Express Center so that academic records can be updated.

2.7.2 Registering for Courses

The Registrar will register students for Physician Assistant Studies courses, since the program is a cohort program. Any student who encounters issues during the PAS Program should contact his/her advisor as soon as possible.

2.7.3 *CSM Achievement Center

The Achievement Center (AC) provides centralized services to help students improve individual academic performance through tutoring, career development, ADA accommodations, learning style assessment, single parent success resources, and innovative academic support programs. The AC is a "one-stop shop" within an environment that encourages students to attain their full academic potential. In addition, a group study area and three computers are available for student use 24/7.

Services include:

- Individual and small group tutoring
- Testing services
- Specialized academic support workshops and academic skill building
- Writing assistance
- Professional math tutoring
- Single parent success resources and programming
- Accommodations for students with disabilities who self-identify (ADA)
- Learning style assessment and planning
- Career exploration and advising
- Job preparation assistance and resume review
- On-line academic preparation resources
- Mentoring programs for African American and Single Parent students
- Additional support for first generation students

2.8 Tuition and Other Costs

Information concerning estimated tuition, incidental costs, cost of attendance, and refund policy may be found on the PAS program webpage at <http://www.csm.edu/academics/masters-science-physician-assistant-studies-program-cost>.

3 Curriculum

3.1 Program Graduate competencies

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

1. Employ evidence-based medicine, biomedical, and clinical science concepts in the evaluation and management of patients across the life span in a variety of healthcare settings.
2. Obtain an appropriate history and perform a physical examination to discover the essential information needed to make accurate decisions about diagnostic and therapeutic interventions across the lifespan.
3. Develop patient management plans for general medical and surgical conditions across the lifespan that includes appropriate pharmacologic, preventative, education, counseling, and other treatment modalities.
4. Demonstrate the critical thinking and problem solving skills necessary for making decisions about diagnostic and therapeutic interventions related to patient care.
5. Perform clinical procedures commonly encountered in a primary care setting
6. Practice patient-centered care aimed at disease prevention and health promotion as a member of the multidisciplinary health care team.
7. Demonstrate effective and appropriate communication skills when interacting with patients, families, physicians, and other members of the health care team.
8. Demonstrate compassion, respect, and sensitivity to patients' culture, race, age, gender, and socioeconomic status while recognizing and addressing any health disparities that may exist.
9. Exhibit the professional attributes of respect, compassion, and integrity with accountability to patients, society, and the profession.

10. Exhibit the ethical principles of autonomy, beneficence, nonmaleficence, and justice towards patients, society, and the profession.
11. Critically analyze published medical literature to make practice-based improvements and modifications to patient care.
12. Self-evaluate behaviors and knowledge to recognize personal biases, gaps in medical knowledge, and physical limitations in themselves.
13. Evaluate different healthcare delivery systems to provide patients with safe, cost-effective, quality care in all settings, including underserved communities.
14. Utilize information technology resources to support clinical decision-making and appropriately document patient care.

3.2 Curriculum Sequence

Physician Assistant Studies Plan of Study (Level IV and V)

PAS Program Year 1 (Level IV)					
Fall Semester (Level IV)		Spring Semester (Level IV)		Summer Semester (Level IV)	
PAS 561 – Cardiopulmonary Pathophysiology	03 credits	PAS 520 - Healthcare Delivery Systems	01 credit	PAS 530 - Applied Research and Evidence-based Medicine	01 credits
PAS 562 - Gastroenterology and Renal Pathophysiology	03 credits	PAS 522 - Clinical Neuroanatomy	02 credits	PAS 534 - Clinical/Preventative/Laboratory Medicine 2	04 credits
PAS 563 - Endocrinology	02 credits	PAS 523 – Clinical Science 2	02 credits	PAS 535 - Pharmacology 2	03 credits
PAS 564 - Immunology/Hematology	03 credit	PAS 524 - Clinical/Preventative/Laboratory Medicine 1	08 credits	PAS 536 - Applied Clinical Practice	02 credits
PAS 510 - PA Professional Issues and Ethics	01 credits	PAS 525 - Pharmacology 1	03 credits	PAS 538 - Clinical Skills	02 credits
PAS 512 - Clinical Anatomy	04 credits	PAS 526 - Physical Diagnosis 2	02 credits		
PAS 514 - Clinical Science 1	02 credits				
PAS 516 - Physical Diagnosis 1	02 credits				
TOTAL	20 credits	TOTAL	18 credits	TOTAL	12 credits
PAS Program Year 2 (Level V)					
Clinical Rotations and Master Project					
PAS 660 - Family Practice Rotation 1	03 credits				
PAS 670 - Family Practice Rotation 2	03 credits				
PAS 671 - Internal Medicine Rotation	03 credits				
PAS 672 - Pediatric Rotation	03 credits				
PAS 673 - OB/GYN Rotation	03 credits				
PAS 674 - Emergency Medicine Rotation	03 credits				
PAS 675 - Psychiatry Rotation	03 credits				
PAS 676 - General Surgery Rotation	03 credits				
PAS 677 - Elective Rotation 1	03 credits				
PAS 678 - Elective Rotation 2	03 credits				
PAS 679 - Elective Rotation 3	03 credits				
PAS 690 - Master's Project	03 credits				
Final Course					
PAS 710 - PA Practice Transition	02 credits				
TOTAL	38 credits				

3.2.1 Didactic Year Fall Semester

Cardiopulmonary Pathophysiology – PAS 561 (3 credit hours)
Gastroenterology and Renal Pathophysiology – PAS 562 (3 credit hours)
Endocrinology – PAS 563 (2 credit hours)
Immunology and Hematology – PAS 564 (3 credit hours)
PA Professional Issues and Ethics – PAS 510 (1 credit hour)
Clinical Anatomy – PAS 512 (4 credit hours)
Clinical Science 1 – PAS 514 (2 credit hours)
Physical Diagnosis 1 – PAS 516 (2 credit hours)
Total: 20 credit hours

3.2.2 Didactic Year Spring Semester

Healthcare Delivery Systems – PAS 520 (1 credit hour)
Clinical Neuroanatomy – PAS 522 (2 credit hours)
Clinical Science 2 – PAS 523 (2 credit hours)
Clinical/Preventative/Laboratory Medicine 1 – PAS 524 (8 credit hours)
Pharmacology 1 – PAS 525 (3 credit hours)
Physical Diagnosis 2 – PAS 526 (2 credit hours)
Total: 18 credit hours

3.2.3 Didactic Year Summer Semester

Applied Research and Evidence-Based Medicine – PAS 530 (1 credit hour)
Clinical/Preventative/Laboratory Medicine 2 – PAS 534 (4 credit hours)
Pharmacology 2 – PAS 535 (3 credit hours)
Applied Clinical Practice – PAS 536 (2 credit hours)
Clinical Skills – PAS 538 (2 credit hours)
Total: 12 credit hours

3.2.4 Clinical Year

Family Practice Rotation 1 – PAS 660 (3 credit hours)

Family Practice Rotation 2 – PAS 670 (3 credit hours)

Internal Medicine Rotation – PAS 671 (3 credit hours)

Pediatric Rotation – PAS 672 (3 credit hours)

OB/GYN Rotation – PAS 673 (3 credit hours)

Emergency Medicine Rotation – PAS 674 (3 credit hours)

Psychiatry Rotation – PAS 675 (3 credit hours)

General Surgery Rotation – PAS 676 (3 credit hours)

Elective Rotation 1 – PAS 677 (3 credit hours)

Elective Rotation 2 – PAS 678 (3 credit hours)

Elective Rotation 3 – PAS 679 (3 credit hours)

Master's Project – PAS 690 (3 credit hours)

PA Practice Transition – PAS 710 (2 credit hours)

Total: 38 credit hours

3.3 Didactic Year Curriculum

PAS 561 Cardiopulmonary Pathophysiology (3 credits)

Common cardiovascular and pulmonary diseases of the human body across the lifespan will be covered. The course will begin with normal cardiovascular and pulmonary physiology and progress on to the alterations in normal anatomical and physiological processes that cause disease. The course will provide a foundation in cardiovascular and pulmonary scientific principles required for future understanding of disease management and patient care.

Prerequisite: Admitted to CSM PA program

PAS 562 Gastroenterology and Renal Pathophysiology (3 credits)

Common gastroenterological and renal diseases of the human body across the lifespan will be covered. The course will begin with normal gastroenterological and renal physiology and progress on to the alterations in normal anatomical and physiological processes that cause disease. The course will provide a foundation in gastroenterological and renal scientific principles required for future understanding of disease management and patient care.

Prerequisite: Admitted to CSM PA program

PAS 563 Endocrinology (2 credits)

Common endocrine diseases of the human body across the lifespan will be covered. The course will begin with normal endocrine physiology and progress on to the alterations in normal anatomical and physiological processes that cause disease. The course will provide a foundation in endocrine scientific principles required for future understanding of disease management and patient care. Prerequisite: Admitted to CSM PA program

PAS 564 Immunology/Hematology (3 credits)

A study of normal immune system function (both acquired and innate), normal hematological function and common diseases and derangements of both. Prerequisite: Admitted to CSM PA program

PAS 510 PA Professional Issues and Ethics (1 credits)

The Physician Assistant profession will be introduced through its origins, history, and current trends in the profession with topics including professionalism, patient safety, and state laws, as well as an emphasis on the ethical influences on the profession. Interprofessional teamwork, diversity in healthcare, evidence-based medicine, and legal implications of medical errors will be examined. Prerequisite: Admitted to CSM PA program

PAS 512 Clinical Anatomy (4 credits)

Clinical Anatomy consists of a detailed study of the structure of the human body as it relates to clinical scenarios, disease processes and relevance to clinical practice. Basic principles of radiology will be introduced. Prerequisite: Admitted to CSM PA program

PAS 514 Clinical Science 1 (2 credits)

Students will focus on normal cellular physiological processes of the human body across the lifespan and how they relate to the practice of medicine. An overview of infectious disease and microbiology related to the disease processes and principles of the immune system in relation to infectious agents will be discussed, as well as an introduction to laboratory tests and clinical biochemistry. The course will provide a foundation to the study of the alterations in physiological process that represents disease. Prerequisite: Admitted to CSM PA program

PAS 516 Physical Diagnosis 1 (2 credits)

Knowledge and skills required to perform a medical history and physical examination throughout the lifespan will be presented for different organ systems or body regions. The course will focus on the integration of core science knowledge where students will learn to apply knowledge and refine exam techniques through case studies and patient simulations to improve clinical decision-making and differential diagnosis, as well as improve communication skills through interprofessional and community engagement opportunities. A holistic patient approach will be emphasized with many common challenges to care delivery presented. The course will result in students performing a complete medical history and focused physical examination. Prerequisite: Admitted to CSM PA program

PAS 520 Healthcare Delivery Systems (1 credits)

An overview of healthcare delivery systems in the United States, the Physician Assistant's role, and the coordination of care will be presented with a focus on the past, present, and future of healthcare systems. Reimbursement, access to care, and quality performance standards will be discussed, as well as concepts related to public health. Prerequisite: PAS 561, 562, 563, 564, 510, 512, 514, 516

PAS 522 Clinical Neuroanatomy (2 credits)

An overview of the structure and function of the central nervous system will be discussed with a focus on principles related to clinical neurology and interpretation of the neurological examination. Prerequisite: PAS 561, 562, 563, 564, 510, 512, 514, 516

PAS 523 Clinical Science 2 (2 credits)

Students will focus on normal cellular physiological processes of the human body across the lifespan and how they relate to the practice of medicine. Human genetics and common genetic medical conditions will be discussed, as well as clinical nutrition. An overview of infectious disease related to the disease processes will be discussed with a focus on the etiology, epidemiology, pathogenesis, and diagnosis of infectious agents related to the disease. The course will provide a foundation to the study of the alterations in physiological process that represents disease. Prerequisite: PAS 561, 562, 563, 564, 510, 512, 514, 516

PAS 524 Clinical/Preventative/Laboratory Medicine 1 (8 credits)

This course will focus on the common disease processes seen in the primary care setting with an emphasis on epidemiology, pathophysiology, presenting signs and symptoms, diagnosis, and management using an organ system and life stages approach. Each system will include associated preventative and laboratory medicine, as well as clinical pharmacology and radiology. Topics covered include Cardiology, Pulmonology, Gastroenterology, ENT, Ophthalmology, Endocrinology, Nephrology, Urology, Obstetrics, Gynecology, and Wound Care. Prerequisite: PAS 561, 562, 563, 564, 510, 512, 514, 516

PAS 525 Pharmacology 1 (3 credits)

Basic principles of pharmacology will be covered to provide the knowledge required for safe and effective use of medications. The course begins with establishing a foundation of pharmacokinetics and pharmacodynamics followed by principles of pharmacology in the alteration of physiology and metabolism that emphasizes drug name and class, mechanism of action, common uses, side effects, and interactions. Topics covered include pharmacology related to Cardiology, Pulmonology, Gastroenterology, ENT, Ophthalmology, Endocrinology, Nephrology, Urology, Obstetrics, Gynecology, and Infectious Disease. Prerequisite: PAS 561, 562, 563, 564, 510, 512, 514, 516

PAS 526 Physical Diagnosis 2 (2 credits)

Knowledge and skills required to perform a medical history and physical examination throughout the lifespan will be presented for different organ systems or body regions. The course will focus on the integration of core science knowledge where students will learn to apply knowledge and refine exam techniques through case studies and patient simulations to improve clinical decision-making and differential diagnosis, as well as improve communication skills through interprofessional and community engagement opportunities. A holistic patient approach will be emphasized with many common challenges to care delivery presented. The course will result in students performing a complete medical history and head-to-toe physical examination. Prerequisite: PAS 561, 562, 563, 564, 510, 512, 514, 516

PAS 530 Applied Research and Evidence-based Medicine (1 credits)

Basic concepts of research methodology and statistics will be presented with an emphasis on critical review of the literature using clinical scenarios. A foundation necessary to successfully critically analyze the medical literature and complete the Master's project will be established. Prerequisite: PAS 520, 522, 523, 524, 525, 526

PAS 534 Clinical/Preventative/Laboratory Medicine 2 (4 credits)

This course will focus on the common disease processes seen in the primary care setting with an emphasis on epidemiology, pathophysiology, presenting signs and symptoms, diagnosis, and management using an organ system and life stages approach. Each system will include associated preventative and laboratory medicine, as well as clinical pharmacology and radiology. Topics covered include Neurology, Dermatology, Psychiatry, Hematology, Oncology, Immunology, Orthopedics, Rheumatology, Emergency Medicine, Geriatrics, and Pediatrics. Prerequisite: PAS 520, 522, 523, 524, 525, 526

PAS 535 Pharmacology 2 (3 credits)

Basic principles of pharmacology will be covered to provide the knowledge required for safe and effective use of medications. The course will discuss principles of pharmacology in the alteration of physiology and metabolism that emphasizes drug name and class, mechanism of action, common uses, side effects, and interactions. Topics covered include pharmacology related to Neurology, Dermatology, Psychiatry, Hematology, Oncology, Immunology, Orthopedics, Rheumatology, Emergency Medicine, Geriatrics, and Pediatrics. Prerequisite: PAS 520, 522, 523, 524, 525, 526

PAS 536 Applied Clinical Practice (2 credits)

Applied Clinical Practice will focus on the integration of core science, clinical medicine, and pharmacology knowledge. Students will learn to apply knowledge and refine exam techniques through case studies and patient simulations to improve clinical decision-making and differential diagnosis, as well as improve communication skills through inter-professional and community engagement opportunities. A holistic patient approach will be emphasized with many common challenges to care delivery presented. Prerequisite: PAS 520, 522, 523, 524, 525, 526

PAS 538 Clinical Skills (2 credits)

The technical skills required to become proficient in clinical procedures expected of the Physician Assistant will be taught in this course using a hands-on approach. This will include surgical skills, procedural skills, resuscitation and emergency first aid, and various technical skills. Surgical documentation and patient management will be discussed. Prerequisite: PAS 520, 522, 523, 524, 525, 526

3.4 Clinical Year Curriculum

PAS 660 Family Practice Rotation 1 (3 credits)

A four-week clinical preceptorship in family medicine will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 670 Family Practice Rotation 2 (3 credits)

A second four-week clinical preceptorship in family medicine will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 671 Internal Medicine Rotation (3 credits)

A four-week clinical preceptorship in internal medicine will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 672 Pediatric Rotation (3 credits)

A four-week clinical preceptorship in pediatrics will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 673 OB/GYN Rotation (3 credits)

A four-week clinical preceptorship in OB/GYN will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 674 Emergency Medicine Rotation (3 credits)

A four-week clinical preceptorship in emergency medicine will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 675 Psychiatry Rotation (3 credits)

A four-week clinical preceptorship in psychiatry will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 676 General Surgery Rotation (3 credits)

A four-week clinical preceptorship in general surgery will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 677 Elective Rotation 1 (3 credits)

A four-week clinical preceptorship in an elective will be completed by the student after successfully completing the didactic curriculum. Electives may include a specialty or repeat of a core rotation. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 678 Elective Rotation 2 (3 credits)

A second four-week clinical preceptorship in an elective will be completed by the student after successfully completing the didactic curriculum. Electives may include a specialty or repeat of a core rotation. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 679 Elective Rotation 3 (3 credits)

A third four-week clinical preceptorship in an elective will be completed by the student after successfully completing the didactic curriculum. Electives may include a specialty or repeat of a core rotation. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 690 Master's Project (3 credits)

All students will complete a Master's Project prior to graduation. Students will identify a need in the healthcare community, complete a critical literature review and a plan for implementation. Students will be responsible for implementing their plan under the supervision of their chair prior to their final presentation in the last semester. This course must be taken a total of three semesters (fall, spring, and summer). Prerequisite: PAS 530, 534, 535, 536, 538

PAS 710 PA Practice Transition (2 credits)

This course focuses on successful transition from school to clinical practice. Leadership, licensing, contract negotiations, ethical and legal issues, personal wellness, and cultural competency will be revisited. Students will participate in a certification examination review presented by faculty. Students will be evaluated through cumulative examinations and mock patient encounters. Prerequisite: PAS 660, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 690

3.5 Schedule of Classes

The schedule of classes for the didactic year can be found through myCSM. A detailed, tentative schedule of daily activities will be provided to the students by the first day of classes of each didactic semester. The clinical year schedule of classes will be outlined in the PAS Clinical Manual.

4 Admissions

4.1 Admission Requirements

4.1.1 Current College of Saint Mary Pre-PA Students

Current CSM students accepted as pre-PA students are assigned to a specific future PAS cohort upon admission as a pre-PA student and will have a guaranteed seat in their assigned PAS cohort as long as all progression requirements are followed and the applicant meets the minimum technical standards for the PAS program. College of Saint Mary does not offer advanced placement for the PAS program.

Acceptance and Progression Requirements:

Students with pre-PA status will be assigned to an appropriate level (1-3) based on previous coursework and available seats.

Once assigned an appropriate level (1-3), students with pre-PA status may not change levels without permission from the PAS Program Admissions and Progression Committee.

Summer coursework may be required for some students to complete levels 1-3 on schedule.

Immunology must be taken in level 4 and cannot be transferred into the program or taken in an earlier level.

The PAS program begins with level 4, at which time your status will be changed to PAS (level 4) student if all of the following criteria are successfully met:

- Minimum cumulative PAS prerequisite GPA* of 3.0 on a 4.0 scale
- All PAS prerequisite coursework must be completed within the last 7 years from the year starting the PAS program (level 4), except for General Chemistry and Developmental/Lifespan Development Psychology
- Full-time (12 credits) status maintained through all levels
- Possess or have the capability to earn a Bachelor's degree by the start of the second semester of the Master of Science in Physician Assistant Studies program (MSPAS) (Level 4), Courses taken in the first semester of the PAS program may count as electives towards a CSM Bachelor's degree.

- Able to complete all MSPAS matriculation requirements within 6 months of entry into level 4. This includes requirements for immunizations, tuberculosis screening, physical examination, criminal background check, urine drug screening, and health insurance requirements.
- Must meet the minimum technical standards for the PAS program
- Achieve all PAS program admission criteria and follow the PAS admissions process and decisions
- Ability to meet college admission criteria to attend College of Saint Mary as a graduate student
- Healthcare experience preferred but not required

Any violation in the progression criteria above will result in the loss of your cohort seat in the PAS program. You will be able to complete your current program of study and may reapply to the PAS program (level 4).

Any violation of progression criteria may be appealed to the Admissions and Progression Committee for review, decision recommendation, and VPAA approval.

CSM pre-PA students are assigned to a specific future professional phase (PAS) cohort upon admission as a pre-PA status student and will have a seat in their assigned PAS cohort as long as all progression requirements are followed.

*Prerequisite GPA – Cumulative GPA of all PAS program prerequisite courses

4.1.2 College of Saint Mary Non-Pre-PA Applicants

The College of Saint Mary PAS program may admit up to 40 students in each yearly cohort. The seats in the PAS cohorts will be filled with current CSM students classified as pre-PA students. Additional applicants will be considered for seats that remain open at the beginning of the PAS program (level 4). Those applicants selected will begin as graduate students and upon successful completion of the PAS program, will receive a M.S. in Physician Assistant Studies degree. College of Saint Mary does not offer advanced placement for the PAS program.

4.1.2.1 Admission requirements for non-pre-PA applicants

All requirements must be met:

- A baccalaureate degree from a United States regionally accredited college or university
 - A baccalaureate degree from outside the United States will be accepted if the student can document equivalency of a U.S. bachelor's degree through a foreign transcript evaluation service and completion of an additional 24 credit hours in biology or chemistry departments at a U.S. regionally accredited college or university prior to application.
- Minimum cumulative PAS prerequisite GPA* of 3.0 on a 4.0 scale

- All PAS prerequisite coursework must be completed within the last 7 years from the year starting the PAS program (level 4), except for General Chemistry and Developmental/Lifespan Development Psychology
 - Preference will be given to prerequisite coursework completed at 4-year institutions through biology and chemistry departments.
- Healthcare experience preferred but not required
- Must meet the minimum technical standards for the PAS program
- Able to complete all MSPAS matriculation requirements within 6 months of entry into level 4. This includes requirements for immunizations, tuberculosis screening, physical examination, criminal background check, urine drug screening, and health insurance requirements.
- Achieve all PAS program admission criteria and follow the PAS admissions process and decisions
- Ability to meet college admission criteria to attend College of Saint Mary as a graduate student
- CSM alumni, previous Master's degree, military service, and fluency in a second language will receive special consideration on the application evaluation
- College of Saint Mary PAS program does not offer advanced placement

*Prerequisite GPA – Cumulative GPA of all PAS program prerequisite courses

4.1.3 PAS Program Prerequisite Course Requirements

Prerequisite coursework must be completed within the last 7 years from the year starting the PAS program (level 4), except for General Chemistry and Developmental/Lifespan Development Psychology

General Chemistry with lab

- Two semesters in a sequenced course

Developmental/Lifespan Development Psychology

Human Anatomy and Physiology with lab (minimum 10 semester credits)

- Minimum of one semester of each or two semesters of a combined sequenced course

Statistics

Abnormal Psychology

The following must be completed at 4-year institutions through biology and chemistry departments.

PA HANDBOOK

Organic Chemistry with lab

- Two semesters in a sequenced course

Microbiology with lab

Genetics

Pathophysiology or upper-level Biology course

Biochemistry

- Acceptable course must at a minimum require Organic Chemistry 1 as a prerequisite

*Prerequisite GPA – Cumulative GPA of all PAS program prerequisite courses

****THE REQUIREMENTS FOR THE MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES IS SUBJECT TO CHANGE AS CSM IS CURRENTLY IN THE PROVISIONAL ACCREDITATION PROCESS AND WILL MAKE NECESSARY ADJUSTMENTS TO MEET THE ACCREDITATION STANDARDS.**

4.1.4 Student Employment

Due to the rigorous nature of the PAS Program during both the didactic and the clinical phases of training, it is advised that students are not employed during their professional training. Employment demands will not justify an excused absence from any academic or clinical requirements of the program nor will any special accommodations be made. If you would like more information, please review the Student Employment Policy in section 7.9 of this handbook.

4.1.5 PAS Technical Standards

All applicants, whether applying under section 4.1.1 or 4.1.2, must meet the CSM PAS Program Minimum Technical Standards found in section 4.6. Students will not be admitted into the PAS program until they have attested that they meet the Minimum Technical Standards.

4.2 PAS Admissions Process and Decisions

Admission to the PAS graduate program is competitive with a limited number of seats in each cohort. Meeting the minimum admission requirements above does not ensure acceptance into the PAS program. Admission decisions are made by the PAS Admissions and Progression Committee and will be made based on the following:

- Past academic performance (GPA and completed courses, particularly science and math courses)
- Documented academic aptitude (collegiate GPA)
- Extra- and co-curricular activities
- Medical and/or clinical experiences (shadowing, volunteering, etc.)
- Recommendations from qualified individuals with knowledge of the applicant's character and performance

- Communication, professionalism, and interpersonal skills via essay, interview, and review of letters of reference

4.2.1 PAS Application Process

1. Apply On-Line for pre-PA or through CASPA for MSPAS.
2. Submit Application Fee
3. Submit required transcripts
 - a. If CSM pre-PA applicant, high school and college transcripts if applicable
 - b. All other applicants require college transcripts
4. Submit Names, Phones and email Addresses of 3 References
5. Submit any previous medical and clinical experiences and extra- and co-curricular activities (form attached to electronic application)
6. Submit essay (attach to electronic application)
7. Review of application by the PAS Admissions and Progression Committee
8. If selected, participate in an on-campus interview with the PAS Admissions and Progression Committee. Initial application review and interview may occur prior to receiving all application materials. The PAS program technical standards attestation form must be signed during the interview stating the ability to meet all required technical standards.
9. Admission decision by the PAS Admissions and Progression Committee following a complete application and interview.

4.2.2 Criteria Following Admissions

If you are accepted into the PAS program, you will be provided a username and password for our Physician Assistant Community page. This page will list important information you will need before you start in the PAS program. The information will include requirements for immunizations, tuberculosis screening, physical examination, criminal background check, urine drug screening, and health insurance requirements. You may review those requirements now in section 4 of the PAS Program Handbook.

4.3 Criminal Background Check

Students must have a criminal background check prior to matriculating into the PA program and are responsible for the associated costs. Subsequent background checks may be required during the PA program depending on the requirements of clinical sites involved in Supervised Clinical Practice Experiences (SCPE's). Students are responsible for the associated costs.

Students with any record of misdemeanors or felonies must meet with the Program Director of the PA program to determine the appropriate course of action. Results of the background check may impact the student's ability to participate in SCPE's and, ultimately, his/her future ability to obtain a professional license and be employable. If details of the findings indicate a liability risk to the PA program or the inability to participate in the required SCPEs, the student may be

dismissed from the PA program or their admission status in the program revoked. Acceptance into and completion of the program does not guarantee licensure.

If a student with a misdemeanor or a felony student is permitted to continue, this decision should in no way be construed as a guarantee that the student will be eligible for licensure when he/she graduates. The state licensing boards will make independent decisions on eligibility requirements as stated in the law.

4.4 Immunization Requirements

Physician Assistants are at risk for exposure to and transmission of vaccine-preventable diseases due to their contact with patients or infective material from patients. The regularly updated 2011 Immunization of Health-Care Personnel: Recommendations of the Advisory Committee on Immunization Practices (ACIP) report from the Center for Disease Control (CDC) strongly recommends that all health care workers (including students in medical disciplines) be vaccinated against (or have documented immunity to) hepatitis B, seasonal influenza, measles, mumps, rubella, pertussis, and varicella. Additionally, the CDC recommends that health care workers receive Tdap/Td, consider the meningococcal vaccine, and undergo annual tuberculosis screening. More information can be found on the CDC website (www.cdc.gov).

Following admission to the PAS program, the student must provide documented evidence as defined below that he/she is compliant with the immunization requirements of the CSM PAS program and university prior to matriculation into the program. The student is responsible for the associated costs. The student must also sign a record release form, so that immunization and screening records may be forwarded to clinical sites for supervised clinical practice experiences (SCPE's). Failure to comply with this requirement may result in the student's admission status in the PAS program being revoked. The inability to comply may be appealed to the Program Director of the PAS program to determine the course of action.

Some clinical sites may require that a student receive additional vaccinations and/or have antibody titers assessed for specific conditions to meet variable state and/or institutional regulations. Moreover, the CDC's Advisory Committee on Immunization Practices may revise their guidelines without prior notice. In these instances, the student will be expected to become compliant with these requests and be responsible for the cost of compliance.

The student immunization and screening record is not considered part of the health record and may be viewed by appropriate program faculty and staff when necessary.

The PAS program currently has no plans for SCPE's at international locations, and therefore, there are currently no international immunization requirements.

Hepatitis B

- Documented 3-dose series with dates and positive hepatitis B surface antibody (anti-HBs).
- If negative anti-HBs, then students must repeat the 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2) and get anti-HBs serologic tested 1–2 months after dose #3.

Measles, mumps, and rubella (MMR) (PAS program and university requirement)

- Documented measles, mumps, and rubella 2-dose vaccination series with dates or documented serologic evidence of immunity (titers) to measles, mumps, and rubella.
- Documented serologic evidence of immunity (titers) to measles, mumps, and rubella is highly recommended by the PAS program even if prior vaccination series.
- If serologic immunity is not adequate, students must follow the CDC guidelines to become compliant.

Varicella (Chickenpox)

- Documented varicella 2-dose vaccination series with dates or documented serologic evidence of immunity (titers) to varicella.
- Documented serologic evidence of immunity (titers) to varicella is highly recommended by the PAS program even if prior vaccination series.
- If serologic immunity is not adequate, students must follow the CDC guidelines to become compliant.

Diphtheria/Tetanus/Pertussis

- Documented 3-dose primary vaccination series with dates
- Students must have a one-time dose of Tdap as soon as possible if they have not received Tdap previously (regardless of when previous dose of Td was received).
- Td boosters are required every 10 years thereafter.

Meningococcal vaccine

- Students must sign that they have received information related to meningococcal vaccination and have decided to decline at this time or receive a single dose of the meningococcal vaccine.

Seasonal influenza

- Students must receive 1 dose of influenza vaccine annually and submit evidence of vaccination before December 1st each year in the program (as long as there is an adequate supply of the vaccine in the community).
- Many clinical sites require influenza vaccination; therefore, students may not waive influenza vaccination without a documented circumstance approved by the PA Program Director.
- Failure to comply will prevent students from beginning the next semester, instant removal from a supervised clinical practice experiences (SCPE's), and will affect their progression and graduation.

Tuberculosis (TB) screening

- An intradermal skin test for tuberculosis (PPD) is required prior to matriculation and annually thereafter, except in cases of a documented positive reading.
- If a student has a history of a positive PPD reading, the student must submit the PA program's TB screening form signed by a listed provider, which may require a chest radiograph report within the past 12 months negative for active TB and documentation of completed therapy recommended by the CDC for a positive PPD screening. Students who are PPD positive may need an annual chest x-ray and will need an evaluation by a health care provider that they are free of tuberculosis.
- Failure to comply will prevent students from beginning the next semester, be removed instantly from a supervised clinical practice experiences (SCPE's), and may affect progression and graduation.

4.4.1 Submission Procedure

To comply with this policy, the student may use his/her own licensed medical provider or the CHI Health Occupational Health Services located in Medical Building One, 7710 Mercy Road, Suite 124, near the CSM campus at CHI Health Creighton University Medical Center Bergan Mercy. The student must submit all documentation using the PAS program's provided forms to the CHI Health Occupational Health Services. The PAS program and college will not accept any documentation directly from the student to maintain health privacy of the student. CHI Health Occupational Health Services will maintain permanent copies of the student's health record. PAS program faculty and staff will not have access to the student's health record. CHI Health Occupational Health Services will provide the PAS program the immunization and TB screening student records following written permission from the student stating that immunization and TB screening records may be forwarded and maintained by the PAS program and released to future clinical sites for supervised clinical practice experiences (SCPE's) by the PAS program. All other student health information is maintained by CHI Health Occupational Health Services and is strictly confidential and will not be accessible to program faculty or staff.

4.4.2 Student Immunization Record Storage

Immunization records will be reviewed for compliance by program faculty and securely stored in the student's academic record. Students must give written permission for immunization records to be sent to all relevant clinical sites and preceptors related to the PAS program curriculum prior to matriculating into the program.

4.5 Health Insurance Requirements

All students must provide proof of health insurance prior to matriculation and must have an active policy throughout the entire PA program. Students are financially responsible for the cost of all health care services they may require while enrolled in the program, including any health care services required as a result of their participation in scheduled program activities (e.g. TB testing, immunizations, treatment of injuries, pathogen exposure evaluation and treatment). CSM does not assume responsibility for health-care-related costs arising from the illness or injury of a student.

4.6 History and Physical Examination Requirements

Following admission to the PA program, the student must provide documented evidence as defined below that he/she is compliant with the physical health requirements of the CSM PA program prior to matriculation into the program and is responsible for the associated costs. Failure to comply with this requirement may result in the student's admission status in the PA program being revoked. The inability to comply may be appealed to the Program Director of the PA program to determine the course of action. PA program faculty and staff will not have access to any PA student's confidential health record.

4.6.1 Physical Health Requirements

- Matriculated PAS students must have a history and physical examination completed by a licensed physician (M.D. or D.O.), PA-C, or NP within 6 months of matriculating into the PAS program stating no restrictions for participation in supervised clinical practice experiences (SCPE's).

4.6.2 Physical Health Evaluation Protocol

- The student must be evaluated and have the history and physical examination form provided by the CSM PAS program completed by a licensed physician (M.D. or D.O.), PA-C, or NP.
- The student may use his/her own licensed medical provider or the CHI Health Occupational Health Services located in Medical Building One, 7710 Mercy Road, Suite 124, near the CSM campus at CHI Health Creighton University Medical Center Bergan Mercy.

- The student will submit all documentation to the CHI Health Occupational Health Services located in Medical Building One, 7710 Mercy Road, Suite 124, near the CSM campus at CHI Health Creighton University Medical Center Bergan Mercy. The PAS program and college will not accept any documentation directly from the student to maintain health privacy of the student.
- CHI Health Occupational Health Services will maintain permanent copies of the student's health record. PAS program faculty and staff will not have access to the student's health record.
- CHI Health Occupational Health Services will provide the PAS program the final page of the history and physical examination form signed by the examining licensed medical provider stating no restrictions regarding the PAS program defined physical health requirements.
- The student must sign a record release form, so that the final page stating no restrictions may be forwarded to the PAS program and future clinical sites for supervised clinical practice experiences (SCPE's).

Restrictions by the medical provider may result in the student's admission status in the PAS program being revoked. The student will have the option to set up a meeting with the PAS program committee to discuss the restrictions and potential consequences related to completion of program requirements. The PAS program committee will decide the admission status of the student.

4.7 Minimal Technical Standards

College of Saint Mary Physician Assistant Program is dedicated to the education of students who strive to become competent and caring providers of primary health care services under the supervision of a licensed physician. All students must meet the minimum technical standards necessary to achieve the knowledge, skills, and competencies required of an entry-level physician assistant. The technical standards stated in this document apply to satisfactory performance in all academic and clinical course work, as well as fulfillment of "non-academic" essential functions of the curriculum involving physical, cognitive, and behavior factors that are essential to a professional clinical practitioner. All candidates who are offered a seat in the program will be required to sign a statement attesting to their ability to meet these technical standards.

Each student is expected to perform the following, with or without reasonable accommodation. Reasonable accommodation is defined as any change in the environment or in the way things are usually done that enables an individual with a disability to participate as fully as possible in the academic program. It may include modification of policies, practices and procedures or the provision of auxiliary aids for communication. Students may make an initial request for

accommodation to the ADA coordinator in the Achievement Center. A request for accommodation or modification is not cause for withdrawal of the offer of acceptance. If an accommodation is requested, the program may require additional documentation and information and will follow up with the student to discuss the specifics of the request and the appropriate plan of action. The College of Saint Mary shall provide reasonable accommodations to students with disabilities otherwise qualified to complete the essential functions of the curriculum. However, such essential functions must be completed by the student in a reasonably independent fashion. Students must not pose a threat to the safety or wellbeing of patients, other students, staff, or themselves.

A student in the Physician Assistant Studies program must have adequate abilities and skills in the following five areas: 1) Observation; 2) Communication; 3) Sensory and Motor Coordination and Function; 4) Conceptual, Integrative and Quantitative Ability; and, 5) Behavioral and Social Attributes.

4.7.1 Observation:

The student must be able to observe demonstrations and conduct experiments in the basic sciences, including but not limited to chemical, biological, anatomic and physiologic sciences, microbiologic cultures, and microscopic studies of microorganisms. 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 other sensory modalities. A student must be able to integrate all information visually and through the other senses.

4.7.2 Communication:

A student must be able to communicate effectively, sensitively, and rapidly in English with patients and members of the health care team. A student must be able to elicit information from patients, perceive nonverbal communications, speak intelligibly, hear sufficiently, and describe changes in mood, activity and posture. Communication includes not only speech, but writing, reading, interpreting tables, figures, graphs and computer literacy.

4.7.3 Sensory and Motor Coordination and Function:

The student must have sufficient sensory and motor coordination and function to elicit information from patients by inspection, palpation, auscultation, percussion, and other diagnostic maneuvers. The student will be required to coordinate both gross and fine muscular movements, equilibrium, and functional use of the senses of hearing, touch and vision.

More specifically, the student must be able to exercise such fine motor skills as to adequately perform laboratory tests, including but not limited to, wet mount, urinalysis and gram stain. The student must exercise such level of dexterity, sensation and visual acuity as to accurately

complete such processes as administering intravenous medication, making fine measurements of angles and size, measuring blood pressure, respiration and pulse, performing physical examinations, and performing therapeutic procedures such as suturing and casting.

The student must be able to hear sufficiently to accurately differentiate percussive notes and auditory findings, including but not limited to, heart, lung, and abdominal sounds, as well as discern normal and abnormal findings using instruments such as tuning forks, stethoscopes, sphygmomanometers, and Doppler devices.

A student must be able to transport himself or herself in a manner which provides timely response in both general and emergency care situations. Moving patients and engaging in some procedures such as CPR will require a necessary level of strength.

4.7.4 Intellectual, Conceptual, Integrative and Quantitative Abilities:

A student must have the intellect necessary to quickly analyze and resolve problems. These intellectual abilities include numerical recognition, measurement, calculations, reasoning, analysis judgment and synthesis. The student must be able to identify significant findings from the patient's history, the physical examination and laboratory data, provide a reasoned explanation for likely diagnoses, and choose appropriate medications and therapy. The ability to incorporate new information from many sources in formulating diagnoses and plans is essential. Good judgment in patient assessment, diagnostic and therapeutic planning is primary. When appropriate, students must be able to identify and communicate the limits of their knowledge to others. Students must be able to recall and retain information in an efficient and timely manner.

4.7.5 Behavioral and Social Attributes:

A student must possess the emotional health required for full use of his or her intellectual abilities, the exercise of good judgment and the prompt completion of all responsibilities attendant to the diagnosis and care of patients. The development of mature, sensitive effective and professional relationships with patients and members of the health care team is essential. Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Students must be able to use supervision appropriately and act independently, when indicated. Compassion, integrity, interpersonal skills, interest and motivation are all personal qualities that are desired in a health professional and assessed during the admissions and education processes.

4.8 Urine Drug Screening

Students must have a negative urine drug screen performed within 6 months prior to beginning the PAS program. Additional urine drug screening may be initiated by the PAS Program Director and occur randomly during the PAS program or occur at the request of clinical sites. Any positive results will go to the PAS program committee for review.

4.9 Advanced Placement

The PAS program does not award or grant advanced placement. The PAS program does not accept transfer credit from a student previously enrolled in another PA program or experiential credit. All PAS program courses must be taken at CSM due to the variations in graduate, PA and medical curriculums across different universities.

5 Expectations for students

5.1 Good academic standing

To remain in good academic standing, Physician Assistant Studies program students must achieve a minimum 3.0 G.P.A. each semester. Students must receive a minimum grade of “C” in each individual course. See Section 5.3.2 for the PAS Program Grading Scale. All components of the summative examinations must be successfully completed at a passing level or higher.

5.2 Student Assessment

In order to prepare students to be effective Physician Assistants, the PAS program must create an environment which promotes and reinforces student learning across a broad spectrum of knowledge, understanding and skill. Part of a learning environment is assessment of student’s progress toward meeting the course and program goals and objectives. Assessment provides both a motivation for learning and a measure of it. Because learning is a complex phenomenon that involves many aspects of thinking and doing, many kinds of assessment are necessary to motivate and measure student learning. Some of the types of assessment students will encounter are as follows:

- Written exams (multiple choice, short answer, essay, etc.)
- Computer based examinations (multiple choice, short answer, matching, etc.)
- Clinical rotation End of Rotation exams (EOR exams)
- Practical exams (exams involving the cadavers and diagnostic and therapeutic equipment)
- Oral presentations
- Group projects

- Objective Structured Clinical Examinations (OSCEs) (students are assessed in their ability to perform diagnostic examination techniques by an observer and the simulated patient)
- A Masters project (implementing the Continuous Quality Improvement model widely adopted by health care institutions)
- Evaluations by preceptors in the clinical year
- Evaluation of patient encounter/procedure logs from the clinical year
- Medical record documentation submitted to faculty for evaluation and assessment (History and Physical exam records and Subjective/Objective/Assessment/Plan (SOAP) notes)
- Student self-evaluation
- Student professionalism evaluation by faculty
- Other forms of assessment not listed above

5.2.1 Block Assessment

In the didactic year, assessment will be done in blocks. Assessment items (e.g. questions) from all current PAS courses will be combined into one assessment session and students will be evaluated for their acquisition of course learning outcomes and instructional objectives from multiple courses at once. This reduces class time used for assessment and provides motivation for students to keep up with the brisk pace of the PAS didactic year curriculum.

5.2.2 Summative Evaluation

One type of evaluation that will be new to most PAS students is the Summative Evaluation. This is an evaluation of student learning that crosses the segmentation between courses and assesses student learning across all of the content in a semester. There is a summative evaluation at the end of each semester of the didactic year. This will be a Pass/Fail evaluation that will cover all of the content in that semester. Students must receive a passing grade on each summative evaluation in order to continue progression in the program (see Section 6 of this handbook for more details about progression requirements).

In the last week of the program, students will be assessed using a summative evaluation, which will assess student's acquisition of the program competencies and course learning outcomes. Similar to the didactic year summative evaluations, students must pass this Pass/Fail evaluation in order to meet graduation requirements (see Section 6 for details about graduation requirements).

Summative evaluations may include many components and will involve more than one of the assessment types listed above.

5.2.3 Professionalism Assessment

Professionalism is an important aspect of health care, the Physician Assistant profession, and is a requirement for successful completion of the PAS program. Because of its importance, there is a process for evaluating the professionalism of each PAS student. See Section 5.4 regarding professionalism and its assessment.

5.3 Grading Policy

5.3.1 *Submission of grades

Final grade reports are available on-line through Self Service (myCSM.edu). Grades are entered per the published deadline in the academic calendar (located on myCSM). Courses which end before the semester end date will be entered within two weeks of the end of the course. Because of the provisions of the Students' Right to Privacy Act, no grade information can be given over the telephone.

5.3.2 Grading Scale

A final grade of C or better must be earned in all courses to meet requirements for a Physician Assistant Studies degree. Grades are rounded to the nearest integer according to typical mathematical rules. Faculty may not raise or lower the percent grade to create a change in letter grade. Final grades will be assigned as follows:

Grade	Percentage
A+	98 - 100
A	93 - 97
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	78 - 79
C	75 - 77
F	<75

Computation of Grade Point Average

Grade Point Average is the ratio expressed by the sum of the quality points divided by the sum of credits attempted. The Quality Point values of these grades are:

Grade	Quality Point per Credit Hour
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

5.4 Professionalism

(See “Professional Conduct” section of the CSM Graduate Academic Catalog)

“Professionalism should be part of the essence of a person, not something that magically happens when a person puts on a white coat. Professionalism is acting in the best manner possible, following ethical principles, doing the right thing when no one is looking. It involves respect for the dignity of human life along with compassion for the patient as a fellow human being. Professionalism also involves an understanding of the patient’s cultural background and lifestyle choices. While some of these choices may not be consistent with the provider’s own choices, the provider must be able to respect the person who is making those choices.” — From Physician Assistant Education Association - PA Competencies

5.4.1 Professionalism Examples

Students must display a professional attitude. Expectations include, but are not limited to, those defined by the National Board of Medical Examiners as follows:

- Adheres to institutional policies and procedures
- Admits errors and assumes responsibility
- Advocates for the individual patient
- Arrives on time for scheduled activities and appointments
- Conveys information in a honest and considerate fashion.
- Demonstrates sensitivity to power inequalities in professional relationships
- Fulfills responsibilities in a timely manner
- Maintains composure during difficult interactions
- Maintains thoroughness and attention to detail
- Modifies behavior based on feedback
- Requests help when needed
- Responds promptly to communication requests
- Acknowledges limits of one's own knowledge
- Responds receptively to diverse opinions and values
- Demonstrates humility
- Maintains the confidentiality of test material

5.4.2 Professionalism Assessment

Several courses during the didactic year will include formally assessed components of professional behaviors. Feedback about student professionalism is provided to the PAS Program Director. The professionalism rubric will be completed for each student by the Academic Advisor at the end of every didactic semester. Multiple sources of feedback from a variety of instructional faculty and institutional officials will be used. Students will receive formative feedback on this evaluation. During the clinical year, the instructional faculty preceptor evaluations will include evaluations of professional behavior, which will be monitored by the PAS Clinical Coordinator. At the end of the clinical year, the Program Director will provide feedback to each student regarding behaviors and growth observed over the entire program. The Program Director will present the final professionalism evaluations to the PAS Program Committee.

5.5 PAS Program Code of Conduct

5.5.1 Title, Identification, AND Representation

When working in a clinical setting (any setting where there are patients), PAS students are required to wear their CSM name badge, which bears their picture and describes them as a “Physician Assistant Student”. PAS students are also required to wear the white coat provided to them by CSM (with CSM identification clearly visible) in clinical settings, unless the clinical preceptor indicates that it is not appropriate to do so (i.e. pediatrics/psych/operating room/etc.).

5.5.2 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, so how you appear to others affects not just you, but the whole health care community. A student’s conformity to these requirements will aid in motivating the preceptors, potential preceptors, hospital administrators, and staff members to help them 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 (operating rooms) or if the preceptor indicates it is not appropriate for a clinical site. If you don’t know whether you should wear your coat or not, ask your preceptor.
- 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 and be clearly visible. In addition, you may also be required to wear a hospital identification badge provided by the hospital.
- Each student is expected to present a neat appearance at all times.
- Students should consider the image projected to the patient and others with regard 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. Rings which project from the skin surface (i.e. engagement rings or rings with jeweled settings) may cause gloves to tear and are often lost on rotations where surgical/sterile scrubbing is necessary. You should strongly consider leaving any ring that projects from the surface at home for clinical rotations. You may consider doing this for your entire career as well.
- Cell phones should not be used in examination rooms. Cell phones may be used for professional needs and emergencies only. This includes texting or smartphone usage.

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.

5.5.3 Patients’ Rights and Confidentiality

The Health Insurance Portability and Privacy Act (HIPPA) provides strict regulations governing the use of patient health care information. Student will have access to patients’ health care information. They therefore have the responsibility to maintain the privacy and security of this information according to HIPPA standards. More information can be found in the PAS Clinical Manual, but in general the following rules should ***always*** be upheld:

- Information about patients should not ever be copied or removed from the clinical setting. Information includes not only information found in the chart, but all information about a specific patient (i.e lab values, diagnostic images, photographs of the patient or any of their health care information or diagnostic images, patient demographic information and health insurance information). Because of this rule, all charting about patient care must take place in the clinical setting.
- Information about patients should not be shared with anyone, even family members, spouses, children, or parents. If someone other than the patient is requesting information, refer them to the clinical office staff who are aware of the details of the HIPPA regulations.
- Information is considered protected health care information if it is *possible* to determine from the information whose information it is. Because of this, when students complete their patient tracking logs, medical record notes and history and physical documentation, names and birthdates should not be included.
- HIPPA stipulates stiff financial penalties for violations of its regulations. Consequently it is the student’s responsibility to follow ALL clinical site rules regarding access and use of

patient health care information. The best source of information about HIPPA policies at a particular clinical site is usually the clinic's HIPPA coordinator or the office staff.

Reference to a patient in a dehumanizing or insensitive manner to anyone at any time, whether the patient is present or not, is not professional and WILL NOT BE TOLERATED.

5.5.4 Patient Care

Of paramount importance is the fact that PAS students MUST NOT serve as health care providers, as they are not licensed or certified to do so. All medical decisions, examinations and procedures are the responsibility of the student's preceptor. The student is learning from experience; the preceptor is providing the patient's care. Different preceptors will take different approaches to working with students, but ultimately, they have the responsibility for the patient's care. If a preceptor is expecting or requiring a student to provide care to patients without their supervision, the student is expected to notify the PAS Clinical Coordinator immediately by telephone.

To protect the well-being of patients:

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

5.6 *Academic honesty

In keeping with its mission, College of Saint Mary seeks to prepare its students to be knowledgeable, forthright and honest. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at CSM. Academic honesty relies on trust and includes adherence to institutional policies and guidelines established by the instructor in a given course and prohibits, among other things, the behaviors outlined below.

Policy summary: Each member of the academic community is responsible for maintaining and enforcing academic integrity and avoiding behaviors that undermine the education of others or result in an unfair academic advantage.

Examples of Academic Misconduct: Violations of academic integrity can take many forms, including, but not limited to, the following:

1. Plagiarism - The representation of another person's words or ideas as if they were one's own. Examples of plagiarism include submitting a paper in one's own name that was written by someone else, including in a paper sentences or ideas taken from a source without giving credit to that source.
2. Cheating - Disseminating or receiving answers, data, or other information by any means other than those expressly permitted by the instructor as part of any academic exercise.
3. Collusion - Unsanctioned collaboration on individual assignments
4. Deception and misrepresentation - Knowingly furnishing or facilitating the furnishing of false information, for example, forged signatures, lying about submissions or reasons for missed assignments or classes, falsifying recommendations, etc.
5. Other academic misconduct - Examples of other academic misconduct include, but are not limited to: multiple submissions (submitting the same work for more than one class without permission), sabotage or abuse of academic materials, behaviors that result in an unfair academic advantage, violations of professional clinical codes of conduct.

Students who are unsure whether a behavior is acceptable are expected to contact the instructor for clarification.

Process and Documentation:

When an academic integrity infraction is suspected, the instructor will meet with the student and discuss the concern. If the concern is raised by a staff member (for example a tutor or proctor in the Achievement Center), the staff member will meet with the course instructor to determine appropriate follow-up. If the suspected infraction is a higher level offense (level 3 or 4) the Program Director or other academic administrator will also be present for the conversation. This discussion will be documented on the Academic Integrity Form as a "concern conversation." Follow-up will depend on the result of the concern conversation.

- If there is strong evidence that the infraction occurred, the instructor will determine the level of the infraction and appropriate sanctions.
- If additional information is needed the instructor will notify the Program Director or Division Chair, who will oversee the follow-up.
- If the infraction is suspected, but cannot be proven, the instructor will note this on the Academic Integrity form, and no sanctions will be applied.

The final determination, with level and sanctions where applicable, will be recorded on the Academic Integrity Form and filed in the Academic Integrity Database.

The Academic Integrity form will be used to report all cases of suspected academic misconduct, including low level offenses based on student ignorance of expectations. Instructors are expected to address even minor and accidental infractions, so the students will learn appropriate and acceptable practices. These conversations will be documented and the documentation stored in a searchable, electronic database. This documentation is not a form of punishment. It is simply a method for documentation and tracking.

The Academic Integrity database will be housed in Academic Affairs and will only be accessible to faculty to determine whether a student has previously been made aware of inappropriate behavior (through a concern conversation) and/or whether the student is a repeat offender.

Levels and Sanctions:

The University recognizes that there are varying degrees of academic integrity infractions and appropriate sanctions should fit the severity of the infraction. Types of infractions have been divided into four levels. These levels are described below:

Level 1: Misconduct on a minor assignment and/or accidental infractions due to lack of knowledge of relevant academic integrity expectations.

- Level 1 sample sanctions: A grade of F on the assignment; a resubmission of the assignment for reduced points; a warning and required completion of student academic misconduct training module; an additional assignment related to academic integrity; mandatory appointment with writing tutor, etc. Maximum Level 1 Sanction: A grade of F on the assignment.

Level 2: Intentional misconduct, and/or accidental misconduct in which the student should have known* that the conduct was wrong, and/or second offense level 1 infractions.

*the should have known standard is based on information the student explicitly had access to. For example, the conduct was discussed by the instructor in class or was explicitly forbidden in the assignment; or the conduct was covered in the student training module and the student has presented proof of successfully completing this module.

- Level 2 sample sanctions: Resubmission of the assignment with significantly reduced grade; a grade of F on the assignment; a grade of F in the course; a course grade reduction and required completion of student academic misconduct training module or other academic integrity related assignment, etc. Maximum Level 2 Sanction: Failure of course

Level 3: Intentional actions that are more flagrantly dishonest in character, and/or impact a major or essential portion of the course work, and/or lead to harm or risk of harm to others, and/or violate professional clinical code of conduct. Examples include, but are not limited to: Intentional misconduct on a major class or program requirement; violation of the clinical code

of conduct for the profession; forgery of college signatures or documents; intentional sabotage of the work of other students; second offense level 2 infractions.

- Level 3 sample sanctions: A grade of F for the course; dismissal from the program; academic probation or dismissal from the University (with or without notation on transcript). Maximum Level 3 Sanction: Dismissal from the University with notation on transcript

Level 4: Severe intentional infractions and/or misconduct in off-campus setting that causes harm or serious risk of harm to others (e.g., dangerous breaches of professional conduct in clinical, fieldwork, practicum, internship, student teaching, etc.); fourth offense level 1 infractions, third offense level 2 infractions, or second offense level 3 infractions. – this description will be discussed at our next meeting.

- Level 4 sample sanctions: Dismissal from the program; dismissal from university with notation on transcript; non-conferral or revocation of degree with notation on transcript. Maximum Level 4 Sanction: Non-conferral or revocation of degree with notation on transcript.

Appeals:

A student penalized for academic dishonesty has the right to appeal a judgment the student believes to be in error. In making this appeal, the student should follow the steps outlined in the Academic Appeals Board procedure. A copy of this procedure may be obtained from the Office of the Vice President for Academic Affairs.

5.7 *Plagiarism

Plagiarism is the representation of another person's words or ideas as if they were one's own. Examples of plagiarism include submitting a paper in one's own name that was written by someone else, and including in a paper, sentences or ideas taken from a source without giving credit to that source. Plagiarism will follow the consequences described above in Academic honesty (5.6).

5.8 Program Graduation Requirements

To graduate from the PAS Program and earn a Master of Science in Physician Assistant Studies degree, students must:

- Successfully complete all course work according to program defined academic standards (88 credit hours of graduate coursework).
- Achieve a minimum cumulative 3.0 G.P.A. (Grade Point Average).
- Successfully pass all components of the final summative evaluation assessing all PAS program competencies.
- Submit a completed graduation application to the Office of the Registrar.
- Be in good academic standing. In the event that a student is on academic probation as he/she enters the final semester, he/she must still have the required cumulative G.P.A. of 3.0 in order to graduate
- Be in good standing in areas of professionalism, as described above and below.
- Complete all requirements for graduation within 5 years of the original date of matriculation.
- Have no incomplete grades.
- Have no current financial or library obligations to the College of Saint Mary.

All graduates will be eligible to take the Physician Assistant National Certifying Exam (PANCE).

6 Program Progression and Appeals

6.1 Academic Probation

Students will be placed on program academic probation in the following circumstance:

- When they fail to achieve the required 3.0 semester G.P.A.

Other adverse actions that will occur following failed remediation, as well as the requirements to regain program good standing are described in the program progression section of this handbook.

6.1.1 Professionalism Probation

Students placed in professionalism remediation will be placed on program professionalism probation. Any additional professionalism violations of any fashion during and following professionalism remediation may result in a recommendation for deceleration or dismissal from the Physician Assistant Studies program by the PAS Program Committee. Failing to pass the remediation plan by the end of the following semester will result in a recommendation for program deceleration or dismissal. The requirements to regain program good standing are described in the program progression section of this handbook.

6.2 Program Progression

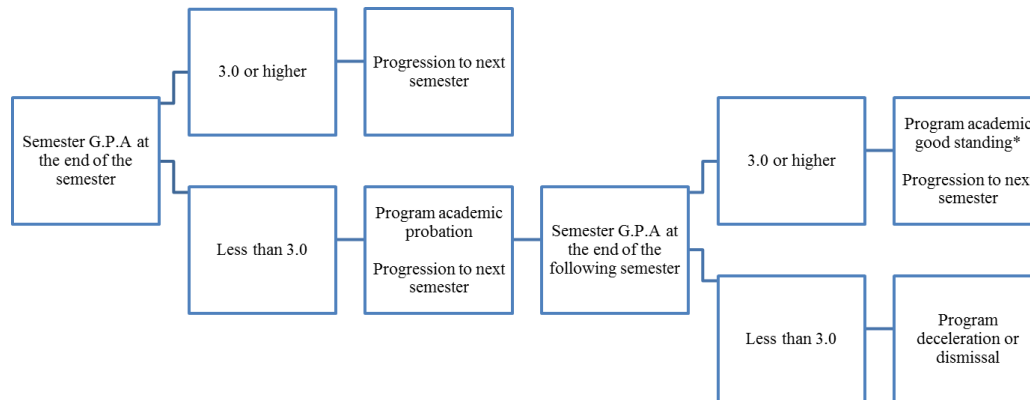
At the conclusion of each semester, the PAS Program Committee reviews each student's academic and professional performance on all components listed below to determine program progression and probation. Any final action that results in program deceleration or dismissal will override any recommendation for progression.

6.2.1 Semester G.P.A

Students will be eligible to progress in the program with a semester G.P.A. of 3.0 or higher at the end of each semester.

Students with a semester G.P.A less than 3.0 will be recommended for program probation with progression to the next semester. If the semester G.P.A at the end of the following semester is 3.0 or higher, the student is eligible to return to good standing with progression to the next semester.

Students with a semester GPA less than 3.0 for two consecutive semesters will be recommended for program deceleration or dismissal.



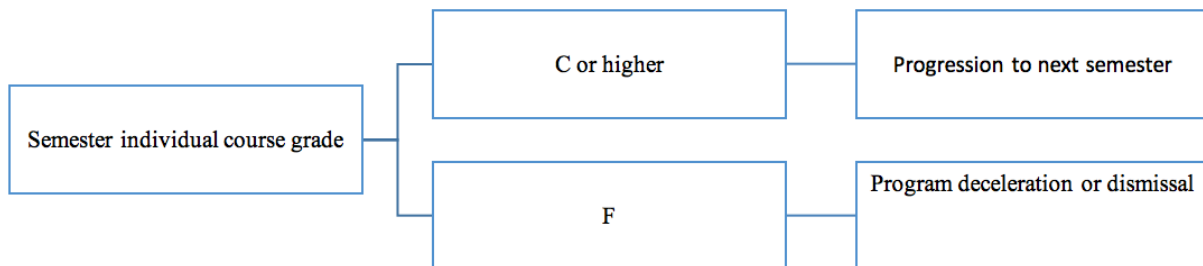
*Requirements for graduation: Achieve a minimum cumulative 3.0 G.P.A.

6.2.2 Semester Individual Course Grade

Due to the sequential nature of the curriculum, students must successfully complete all didactic courses for a given semester before becoming eligible to take courses in the subsequent semester.

Students will be eligible to progress to the next semester if all individual course final grades for the semester are C or higher.

Students with any individual course final grade of F will be recommended for program deceleration or dismissal.

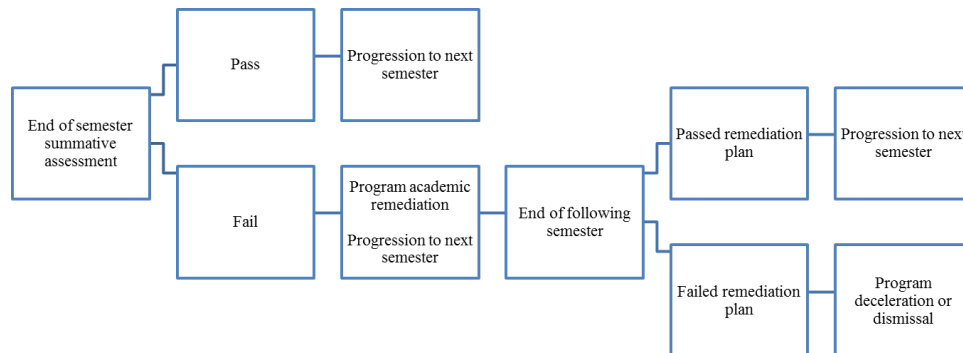


6.2.3 End of Semester Summative Assessment

Students will be assessed over all the course learning outcomes for each didactic semester prior to beginning the subsequent semester. The summative assessments will be conducted by the Course Director with assistance from instructional faculty. A variety of assessment techniques will be used and students will be graded on a pass/fail basis, with the passing level of performance described in the course syllabus. All components of the summative examinations must be successfully completed at passing level or higher for the student to progress.

Students will be eligible to progress to the next semester if all end of semester summative assessments are successfully passed.

Students who do not pass all end of semester summative assessments will be recommended for progression to the next semester with a required remediation plan. The remediation plan must be successfully completed within the timeline described in the remediation plan to continue progression through the program. Failing to pass the remediation plan by the end of the following semester will result in a recommendation for program deceleration or dismissal.



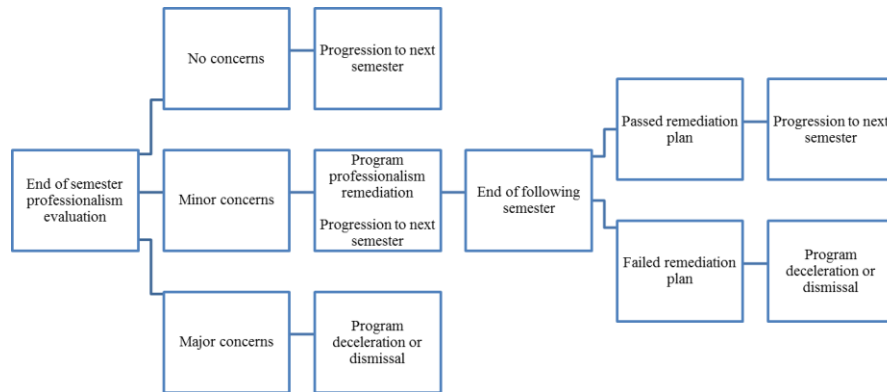
6.2.4 End of Semester Professionalism Assessment

Students must display professionalism and the behavior expected in the physician assistant profession. Expectations and assessment are outlined in the professionalism section of this handbook.

Students will be eligible to progress to the next semester if the end of semester professionalism evaluation has no concerns.

If there are minor concerns on the end of semester professionalism evaluation, students will be recommended for progression to the next semester with a required remediation plan. The remediation plan must be successfully completed within the timeline described in the remediation plan in order to continue progression through the program. Failing to pass the remediation plan by the end of the following semester will result in a recommendation for program deceleration or dismissal.

Students with major concerns on the end of semester professionalism evaluation will be recommended for program deceleration or dismissal.



6.2.5 *Incomplete grade

A grade of incomplete will follow the policy found in the Graduate Academic Catalog under Academic Evaluation.

6.3 Remediation

Student progress is monitored and documented throughout the PAS program in a manner that promptly identifies deficiencies in knowledge or skills and establishes means for remediation.

6.3.1 Remediation prevention

Support for student success is a key role of the Course Director with the purpose to help promote the student's successful completion of the course. The Course Director will initiate a meeting with the student for any individual assessment grade of "C" or lower, at the request of an instructional faculty or advisor, or at the student's request. During the meeting, the Course Director will determine with the student an appropriate plan to improve his/her mastery of the material through re-learning, tutoring, assessment of learning styles and study habits.

During the clinical year, students are encouraged to discuss their performance with their SCPE instructional faculty (preceptor) two weeks into the clinical rotation (midterm) and request completion of an ungraded, optional midterm preceptor evaluation. The Course Director will contact the student to discuss any identified area(s) of deficiency noted by the instructional faculty (preceptor) and initiate the remediation protocol if necessary.

Documentation of these efforts is maintained by the Course Director with a summary sheet for the course provided to the Program Director at the end of each semester.

6.3.2 Semester G.P.A remediation

The Program Director will initiate a meeting with the student for any semester G.P.A below 3.0. During the meeting, the Program Director will determine with the student an appropriate remediation plan and timeline for completion. Following remediation, the student must be reassessed on the identified area(s) of deficiency.

6.3.3 Summative examination remediation

A student receiving a “fail” in a summative examination component will remediate the identified area(s) of deficiency. The specific remediation plan and timeline is at the discretion of the Course Director and/or Program Director. Students will be reassessed after completion of the outlined remediation plan with an emphasis on areas of poor performance. The assessment activity may vary depending on the nature of the deficiency and degree of remediation necessary.

6.3.4 Remediation plan components

A successful remediation plan will include:

- Event/circumstance initiating remediation protocol.
- Area(s) of deficiency identified.
- A remediation plan including activities to be completed.
- Timeline for completion and reassessment.
- Student performance required for successful remediation and the assessment method that will be used to reassess.
- Documentation by the Course Director of all remediation meetings, monitoring, assigned activities, and reassessment outcomes.
- Submission of the remediation plan to the PAS Program Committee by the Course Director.

Remediation plan activities may include but are not limited to:

- Reading assignments.
- Written exploration of selected course instructional objectives with reference citations.
- Written response to selected exam items with reference citations.
- Problem-based learning exercises focused on area(s) of weakness.
- Written self-reflection exercise.
- Individual instructional faculty-led tutoring (especially skills related deficiencies).

6.3.5 Professional Behaviors

Any violation in professional behavior is immediately addressed with the student by the Program Director with documentation of the discussions, behavior, and plan for remediation (if appropriate) placed in the student's file. Professionalism remediation may include the components listed above, as well as the following:

- Student self-assessment.
- Frequent one-on-one advisory meetings with the Program Director or the student's advisor.
- Referral to appropriate resources
- Development of a contract regarding behavioral modification

6.4 Deceleration

The College of Saint Mary PAS curriculum is designed to be delivered on a full-time basis to students in a cohort; there is no option to complete the curriculum on a part-time basis.

Deceleration may occur in the following two situations:

- Leave of Absence recommended by the PAS Program Committee and approved by the Vice President for Academic Affairs
- PAS Program Committee recommendation

Students must be recommended for progression by the PAS Program Committee to be eligible to take courses in the subsequent semester and continue their progression through the program as defined in the progression and probation policy in this handbook. If the PAS Program Committee does not recommend progression based on the defined progression parameters, the committee may recommend deceleration in lieu of dismissal from the PAS program.

6.4.1 Didactic Year Deceleration (Year 1, Level 4)

Students decelerating during the didactic phase of the PAS program must wait until the next time the course is offered (up to one year) before retaking any deficient courses due to the cohort delivery of the curriculum. The PAS Program Committee will determine which courses

must be taken concurrently during the semester the student restarts. Students may be asked to retake some courses in the semester for which they received a C or higher due to the impact of additional instruction on the student's future success in the program and profession. During the waiting period, the PAS Program Committee will create a required remediation plan to assist the student in becoming better prepared when restarting the PAS curriculum, which may include, but is not limited to, additional undergraduate or graduate science coursework, patient contact hours, shadowing, and/or tutoring. Required remediation plans must be completed if the student desires to decelerate and continue in the PAS program.

6.4.2 Clinical Year Deceleration (Year 2, Level 5)

Students decelerating during the clinical phase of the PAS program may restart clinical rotations at any point during the PAS curriculum, as deemed appropriate by the PAS Program Committee. The PAS Program Committee will create a required remediation plan to assist the student in becoming better prepared prior to restarting clinical rotations. When deemed appropriate by the PAS Program Committee, students may participate in the PA Practice Transition (PAS 710) course and receive an incomplete until all clinical rotations have been completed, at which time the PAS program faculty will conduct the summative evaluation of the program competencies to complete the PAS 710 course.

6.4.3 Restarting Following Deceleration

Any student that has been absent from the PAS curriculum for more than one semester must pass a re-entrance assessment prior to restarting the curriculum. The PAS Program Committee will create an appropriate assessment on an individual basis covering topics from courses for which the student wishes to demonstrate competency. The assessment can only be taken for subjects in which the student received a grade of C or higher. Students will receive instructional objectives at least one month prior to the assessment. The performance on the re-entrance assessment will aid in determining which courses the student will take in the semester they return and the final determination on which courses must be taken concurrently by the student upon their return will be made by the PAS Program Committee.

Any student restarting following deceleration must follow the PAS curriculum, PAS Handbook, Graduate Academic Catalog, and CSM Student Handbook of the current PAS cohort starting with the semester of re-entry.

6.5 Academic/Grade Appeals

6.5.1 *Academic Grievances

Academic Appeal exists to provide the student with a means to appeal a specific academic decision that the student considers unwarranted, unjust or capricious. A student who wishes to make an appeal related to an academic matter must begin the process no later than one month after the end of the semester in which the decision was made.

It is the responsibility of the instructor to inform students of course requirements, evaluate students fairly on the basis of the academic performance, encourage free and open discussion, inquiry and expression in the classroom, and identify methods of evaluation/grading that will be used for the course. It is the responsibility of the student to inquire as to course requirements when in doubt, maintain the standards of academic performance established by the professor, and to follow the appeal process if academic rights have been violated.

Contact the Office of Academic Affairs to obtain an appeal form.

6.5.2 *Appeals Process

The pre-appeal process for an Academic Appeal is as follows:

- 1) Discuss the matter of appeal with the instructor if applicable.
- 2) Discuss the matter of appeal with the appropriate Program Director.
- 3) Discuss the matter of appeal with the appropriate Associate Dean.

If the matter of appeal is then not resolved, submit a written appeal (forms are available on myCSM, Resources, Division of Academic Affairs, Academic Forms) to the Office of Academic Affairs.

It is the responsibility of the Graduate Admissions and Policies Committee to evaluate each case confidentially and fairly and to develop a course of action that will resolve the matter. The Graduate Admissions and Policies Committee will notify the offending party and schedule a hearing in which both parties have an opportunity to state their side of the case. The committee may ask either or both parties to return for additional questions if necessary. The committee will make a decision within two weeks from the time of the hearing.

The Graduate Admissions and Policies Committee will make a recommendation to the Associate Dean for Graduate Programs who will make the final decision.

6.6 Dismissal from Program

Dismissal from the Physician Assistant Studies program may occur through voluntary withdraw or PAS program committee dismissal described below.

6.6.1 Voluntary Withdraw

Students are permitted to withdraw from the PAS program at their discretion following the University defined procedure.

Withdrawal from an individual course will not allow a student to progress in the program as per the requirements for progression (see Requirements for Progression and Graduation section). A withdrawal from a course will therefore result in program deceleration or dismissal, and the withdrawal must be approved by the PAS Program Director.

Students wishing to withdraw should also consult with the financial aid office to determine if their financial aid package will be affected by the withdrawal.

6.6.2 PAS Program Committee Dismissal

Students may be recommended for deceleration or dismissal from the Physician Assistant Studies program in the following circumstances, as determined by the PAS Program Committee:

- Failure to achieve a semester G.P.A. of 3.0 during any two consecutive semesters.
- Achieving a final course grade of “F” in any course during the program
- Failure to maintain a minimum cumulative G.P.A. of 3.0.
- Failure to meet post-acceptance requirements in the manner specified in the admissions policy.
- For conduct that would render them ineligible to participate in clinical rotations.
- Inability to meet the minimum technical standards necessary to achieve the PAS program competencies required of an entry-level Physician Assistant.
- Failure to meet probation requirements for regaining good academic standing.
- When it is no longer possible to complete all program requirements for graduation within 5 years of the original date of matriculation in the graduate PAS program (level 4).
- Exhibiting behavior detrimental to their profession, including failure to demonstrate ethical and/or professional behavior or academic dishonesty.
- Students found to be cheating in any fashion, including plagiarism, are subject to recommendation for dismissal.
- Any additional professionalism violations of any fashion during and following professionalism remediation.
- When their behavior poses a threat to the standards of orderly operation, scholarship, and conduct.
- When their behavior poses a threat to the mental or physical well-being of patients.
- Failure to pass the re-entrance assessment following deceleration lasting more than one semester may result in further remediation or dismissal from the PAS program.

Students dismissed from the Physician Assistant Studies program have the right to:

- Appeal the decision. (See the Appeals Process section under Student Grievances.)
- Seek re-entry by applying for admission during the normal admissions cycle.

In the event that a student is re-admitted into the program, the PAS Program Committee reserves the right to attach contingencies to the admittance.

7 Program Policies

7.1 *Attendance Policy

It is the student's responsibility to attend all scheduled classes as well as all practicum, internship, and preceptorship experiences. If the student notifies the faculty member of an absence prior to the course meeting, make-up opportunities may be provided but are not guaranteed. Failure to achieve course outcomes due to absence(s) will result in failure of the course.

In the case of extended absences due to extraordinary circumstances, the student is expected to make arrangements with all instructors as soon as possible for making up work and assignments and complete the required paperwork for an incomplete, in accordance with the existing policy in the academic catalog. Arrangements for missing assignments will be recommended by the instructor/course coordinator to the Program Director. If work cannot be made up, the student is expected to complete a Withdrawal form from the Registrar's Office.

University-Authorized Absence for University-Sponsored Activities: In addition to a documented and bona fide medical emergency or the death of an immediate family member, absences from class are authorized for students who, as individuals or members of athletic teams or other organized groups, represent the university in university-sponsored activities.

The following groups are included: (1) participants in university-sponsored curricular and co-curricular activities led by faculty and/or staff; and (2) student engagement sponsored by the institution and approved by the Vice President for Academic Affairs (e. g. research presentations, and performances at national conferences or events). Though such absence for university-sponsored activities is authorized by the university, faculty and staff leading such activities should make every effort to ensure minimal disruption of student class attendance.

The student is responsible at a minimum for notification to the faculty in the first week of the semester or as soon as possible, preferably in the first class, of any absences that will occur as well as notification the week before the absence, including departure times. A student who anticipates missing class for an excused absence is required to discuss this issue with the instructor during the first week of class or as soon as possible to determine the possible solutions or consequences.

7.1.1 Didactic phase attendance policy

Due to the intensity of the didactic material during the entire PAS program, students are strongly encouraged to discuss with their academic advisor whether or not it is wise for them to participate in outside employment or intercollegiate athletics. The student will not be excused from any class activities or examinations for employment or CSM athletic practice. Students

will be excused during the didactic year for CSM athletic events if they are an athlete participating in the event. Unexcused absences as described in the PAS Program Handbook will result in a professionalism citation, which could result in a grading point deduction for the course or dismissal from the program.

7.1.2 Clinical phase attendance policies

Due to the requirements of the clinical year of the PAS program, students are strongly encouraged to discuss with their academic advisor whether or not it is wise for them to participate in outside employment or intercollegiate athletics. The student will not be excused from any Supervised Clinical Practice Experience (SCPE) or examinations for employment, university-sponsored activities, or CSM athletic practice/event. Students involved in university-sponsored activities may request approval of an absence to the PAS Program Director at least two weeks prior to the activity for consideration. The PAS Program Director will make the decision regarding the university-sponsored activity. Unexcused absences as described in the PAS Program Handbook will result in removal from the clinical site, a failing grade for the course, and possible dismissal from the program.

The Vice President for Academic Affairs will make the final decision in the event of questions or the need for an exception to the above policy.

Please see the PAS clinical manual for additional specific attendance policies related to the clinical phase of the PAS program.

7.2 Program Personnel Conduct and Ethics

7.2.1 Instructor Conduct/Ethics

Physician Assistant program faculty are held to high standards of professional and ethical conduct. The PA program has adopted relevant principles from the “Code of Ethics for Educators” for the PA program faculty as developed by the distinguished Association of American Educators (AAE) Advisory Board and by the Executive Committee of AAE. The following are parts of the Code of Ethics for Educators that have been adopted and pertain to graduate education.

7.2.1.1 Ethical Conduct toward Students

- The professional educator deals considerately and justly with each student, and seeks to resolve problems, including discipline, according to law and school policy.
- The professional educator does not intentionally expose the student to disparagement.
- The professional educator does not reveal confidential information concerning students, unless required by law.

- The professional educator makes a constructive effort to protect the student from conditions detrimental to learning, health, or safety.
- The professional educator endeavors to present facts without distortion, bias, or personal prejudice.

7.2.1.2 Ethical Conduct toward Practices and Performance

- The professional educator applies for, accepts, or assigns a position or a responsibility on the basis of professional qualifications, and adheres to the terms of a contract or appointment.
- The professional educator maintains sound mental health, physical stamina, and social prudence necessary to perform the duties of any professional assignment.
- The professional educator continues professional growth.
- The professional educator complies with written local university policies and applicable laws and regulations that are not in conflict with this code of ethics.
- The professional educator does not intentionally misrepresent official policies of the university or educational organizations, and clearly distinguishes those views from his or her own personal opinions.
- The professional educator honestly accounts for all funds committed to his or her charge.
- The professional educator does not use institutional or professional privileges for personal or partisan advantage.

7.2.1.3 Ethical Conduct toward Professional Colleagues

- The professional educator does not reveal confidential information concerning colleagues unless required by law.
- The professional educator does not willfully make false statements about a colleague or the university system.
- The professional educator does not interfere with a colleague's freedom of choice, and works to eliminate coercion that forces educators to support actions and ideologies that violate individual professional integrity.

7.2.1.4 Ethical Conduct toward Parents and Community

- The professional educator endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in his or her classroom.

- The professional educator manifests a positive and active role in university/community relations.

The Physician Assistant Program upholds fair and impartial evaluation and treatment of students. Reports of any inappropriate activities will be investigated and appropriate action taken.

<http://aaeteachers.org/index.php/about-us/aae-code-of-ethics>

7.2.2 *Faculty Grievances and Harassment

Faculty may directly express concerns about harassment or allegations of harassment to any supervisor, the Director of Human Resources (Title IX Coordinator), or any alternative Title IX Designee. All program faculty aware of faculty harassment should confidentially follow the steps and timeline outlined in the policy.

Any faculty member with concerns about harassment or who wishes to file a grievance should refer to the university faculty handbook found on mycsm under Academic Affairs and follow the appropriate steps and timelines outlined in the policy. The harassment policy may be found in section 2.8.2 and the grievance policy may be found in section 2.12 of the university faculty handbook.

7.3 Sexual Violence or Sexual Harassment Reporting, Policy and Procedures

Students may directly express harassment concerns to any program faculty, the Director of Human Resources (Title IX Coordinator), or to any faculty, staff, or administration member of the CSM community. All program faculty aware of student harassment should confidentially follow the steps and timeline outlined in the CSM policy.

The complete policy on Sexual Violence or Sexual Harassment Reporting, Policy and Procedures can be found in the CSM Student Handbook. This document can be found at

<http://www.csm.edu/student-life> or on myCSM.

7.4 Clinical Emergencies

7.4.1 Protocol for Student Exposure to Infectious Agents

This Protocol meets the requirements outlined in the Occupational Safety and Health Administration Act 29 CFR 1910.1030 (Blood Borne Pathogen Standard) for the development, implementation and maintenance of a written exposure control protocol. The purpose of the Blood Borne Pathogens (BBP) Exposure Control Protocol is to provide information to the PA

students of College of Saint Mary regarding the identification of potential bodily fluid hazards in their Supervised Clinical Practice Experiences (clinical rotations), the protective measures to be taken to prevent exposure, and their right of access to occupational health records and services.

7.4.1.1 Universal Precautions

Under “Universal Precautions,” all blood and body fluid is considered potentially infected with AIDS virus (HIV), Hepatitis B virus (HBV), Hepatitis C (HVC) and other blood borne pathogens and must be handled accordingly. Personal Protective Equipment (PPE) includes gloves, masks, and protective clothing.

7.4.1.2 Infectious Conditions

Primary routes of transmission of infectious disease in health care are contact, droplet, and airborne.

Risk of infection is present if the following conditions exist simultaneously:

- Sufficient dose of contaminated blood.
- Sufficient virulence.
- Portal of entry into a host, i.e., through open cut or nasal passages.
- Diminished resistance in host, i.e., host has flu or a cold, or is overly tired.

7.4.1.3 Methods of Prevention

- Universal precautions include the following:
- Communicate hazard information through clinical training, signs, and labels.
- Assume that all blood and body fluids are infectious. Avoid direct contact with these and other potentially contaminated materials.
- Practice good housekeeping by using disinfectant to thoroughly wash skin, clothing, and surfaces or materials contaminated with potentially infectious material (PIM). Properly dispose of waste materials which may be PIM.
- Use personal protective equipment (PPE), including gloves, glasses, masks, and protective clothing.

7.4.1.4 Procedures for care and treatment after exposure

PA students who experienced a needle stick or sharps injury or were exposed to the blood or other body fluid of a patient during the clinical rotation, or believe they may have been exposed, should immediately follow these steps:

- Wash needle sticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water or sterile saline

- Immediately CONTACT (within an hour or less of exposure) Preceptor and Clinical Coordinator
- Seek medical treatment as soon as possible as directed by Preceptor and/or Clinical Coordinator
- Student will need to fill out an Incident Report for CSM PA program records
- Clinical Coordinator will track any injuries or exposures to identify deficiencies or issues with a clinical site and prevent any future injury and exposures with proper education or elimination of clinical site

Follow-up medical testing and treatment (within 2 hours) may be necessary, such as antiviral medications for HIV. Plan of testing and treatment will be determined by Occupational Health based on the route and type of exposure and other factors specific to the particular exposure incidence.

Students should feel free to implement this procedure if there is ANY concern for possible exposure, regardless of how small or how significant they feel the risk is. Only a trained occupational health exposure specialist can determine the significance of risk and any concern should be taken seriously and reported IMMEDIATELY.

7.4.1.5 Financial Responsibility

Student will be responsible for carrying healthcare insurance during the entire PA program. However, the student may have associated healthcare costs accrued after post exposure injury that may require monetary responsibility.

7.4.1.6 Student Disability Resulting From Injury

If the student needs to take a medical leave of absence due to injury, this request must be made to the PA Program Director for further assessment.

7.5 Social Media

One area of professionalism is how you present yourself in and out of the classroom and how you represent the Physician Assistant Studies program and the College of Saint Mary. We are aware that many students and faculty subscribe to online social media, such as Facebook, Twitter, and Instagram. In the past, things you have written or pictures posted in fun may have seemed innocent. Now that you are in a professional program, we encourage you to review sites you may use through a professionalism lens. Look at pictures and information that you have posted to determine if current content reflects appropriate professionalism, particularly if you identify yourself as a student of the CSM PAS program. Sites allow users to delete past items and to block, screen or limit access to information to only specific groups. Students are strongly encouraged to limit access to their social media to only individuals they know, and

then to restrict access so that “casual” or “professional” and “personal” areas of their lives are kept separate from one another.

The following guidelines should be considered:

1. Be very careful what you post on Social Media.
2. Complaints regarding other persons, employers, teachers, clinical rotations worksites, peers, etc. should not be posted.
3. Do not post anything in your profile that you would not want your instructors, family, colleagues, supervisors or future employers to see.
4. Add photos very selectively, you can refer to section **9.8.2 Photography** for specific guidelines.
5. Do not use foul, demeaning, threatening or discriminatory language.
6. Do NOT post any patient information or cases.
7. Confidential information of any kind should not be shared
 - a. Names of supervisors, comments or criticism about clinical sites or information about what is happening at sites are not appropriate for Facebook, Twitter, or other public social network sites.
 - b. It is a HIPPA violation if you mention a patient with enough information that the person might be identified, even if you avoid names or distinguishing information. Best to leave ALL patient or care discussion to more secure means.

Violation of the PAS Social Media policy may cause disciplinary action in the program, including immediate dismissal from the program, and affect future eligibility for state licensure.

7.6 Drugs and alcohol

See section 8.6 of this handbook for more information regarding drugs and alcohol. See section 4.8 of this handbook for urine drug screening information.

7.7 Technology Policy

When using technology during the Physician Assistant Program, there are certain things you must keep in mind. We understand that technology is an important part of education.

Students will be asked to use technology in appropriate, class-related ways. If you cannot use technology appropriately, you will be asked to not bring your devices to lecture, lab or other class related activities.

7.7.1 Required Equipment

Students are required to have a laptop or tablet for class and clinical rotations. Although not required, it is highly recommended that you have a smart phone for the clinical year. You will be required to use your device to enter all of your patients into patient tracking software. Keep in mind that appropriate use of technology during the clinical year is also an aspect of professionalism. Receiving personal calls, using the phone for personal or social reasons, or “playing” on the phone are all things that should not occur during the clinical year.

7.7.2 Photography

Exercise caution with any pictures taken involving the PAS program. Do not take photos of patients or patient information as this may result in a HIPPA violation. No photography will be allowed in the cadaver lab. Please refer to policy **9.6 Social Media** when considering posting any photos during the PAS program. Violation of the photography policy may result in immediate dismissal from the PAS program.

7.7.3 Video/Voice Recording

Capturing video will not be allowed, unless specifically requested for a class project or skills based exercise. Voice recording is not allowed in lecture on your personal device. There will also be NO recording of patient information since this could create a HIPPA violation. Any violation of the PAS video/voice recording policy may cause a professionalism citation that could lead to dismissal from program. Protected health care information (including patient names, dates of birth, medical records and history) must not be recorded or removed from health care facilities in any way. See HIPAA section of the clinical handbook.

7.7.4 Cell Phone Usage

No cell phone usage is allowed in class unless the instructor has asked you to research a topic. In case of an emergency, let the professor or preceptor know you may receive a call before class begins. Exit the classroom if you must take a call.

Constant text messaging is not appropriate and is very distracting. Please do not keep your cell phone under the table or where it is not visible but place it in front of you on the desk or in a bag where you will not be disturbed by it during formal class time.

Cell phones will not be allowed in the room when a test is given; if you bring your cell phone to a test, you will be sent away to secure your phone elsewhere. This may result in you having less time to complete your examination. CSM will not be responsible for lost/stolen cell phones if you bring them to class/exams.

On clinical rotations, cell phones should be placed on silent at all times. Your cell phone should only be used for referencing diagnoses, creating differential lists or researching medications. If you must have your cell phone with you for an emergency, please let your preceptor know why at the beginning of the day.

7.8 Student Records

Student academic files are secured and stored on a permanent basis. Security of student records complies with the Family Educational Rights and Privacy Act of 1974. All PAS student academic records are stored in a locked cabinet in a locked record room or electronically with secured permission required to access the records. PAS students may request to access their own personal academic file but may not access any other student or faculty information. Students may only obtain their records with the permission of the PAS Program Director or PAS administrative support staff under the direct supervision of the PAS Program Director.

The PAS students will use CHI Health Occupational Health Services located in Medical Building One, 7710 Mercy Road, Suite 124, near the CSM campus at CHI Health Creighton University Medical Center Bergan Mercy for confidential storage of health records and immunizations, as well as urine drug screening. CHI Health Occupational Health Services will provide the PAS program the immunization and TB screening student records following written permission from the student stating that immunization and TB screening records may be forwarded and maintained by the PAS program and released to future clinical sites for supervised clinical practice experiences (SCPE's) by the PAS program. All other student health information is maintained by CHI Health Occupational Health Services and is strictly confidential and will not be accessible to program faculty or staff.

Immunization records will be reviewed for compliance by program faculty and stored in the student's academic record. Students must give written permission for immunization records to be sent to all relevant clinical sites and preceptors related to the PAS program curriculum prior to matriculating into the program.

7.9 Student Employment/Collegiate Athletics

Due to the intensity of the didactic material during the entire PA program, students are strongly encouraged to discuss with their academic advisor whether or not it is wise for them to participate in outside employment or intercollegiate athletics. The student will not be excused from any class activities or examinations for employment or CSM athletic practice. Students will be excused during the didactic year for CSM athletic events if they are an athlete participating in the event. Unexcused absences as described above will result in a professionalism citation, which could result in a grading point deduction for the course or dismissal from the program.

Due to the requirements of the clinical year of the PA program, students are strongly encouraged to discuss with their academic advisor whether or not it is wise for them to participate in outside employment or intercollegiate athletics. The student will not be excused from any Supervised Clinical Practice Experience (SCPE) or examinations for employment, university-sponsored activities, or CSM athletic practice/event. Students involved in university-sponsored activities may request approval of an absence to the PA Program Director at least two weeks prior to the activity for consideration. The PA Program Director will make the decision regarding the university-sponsored activity. Unexcused absences as described above will result in removal from the clinical site, a failing grade for the course, and possible dismissal from the program.

PAS students may not work for the PAS program or any other area of the college that would have access to PAS student records. Any matriculated PAS student who wishes to be employed by CSM during the PAS program must notify the PAS Program Director and submit the job description for the position for approval by the PAS Program Director.

PAS students may not act as instructional faculty for any component of the PAS curriculum despite their backgrounds, experiences, or previous careers. Students may share their experiences in classroom discussion and assist other students in a laboratory session when appropriate under the supervision of the instructional faculty.

7.10 Job Placement Policy

The CSM PA program will not offer job placement for students or alumni. However, the student can obtain advisement from PA faculty regarding job resumes, interviews, and offers. PA faculty may offer suggestions regarding employment contracts but recommend seeking legal consultation on any questions or concerns regarding the employment contract; PA faculty are not legally trained, will not provide legal advice, and are not responsible for any damages. See 7.1 regarding attendance policy for job interviews. CSM's Achievement Center offers assistance with job placement and support for students preparing resumes and interviewing for positions. The Career Services Coordinator can provide students with details about these services.

7.11 *Student grievance policy

7.11.1 *Judicial Process

Students at the university are regarded as citizens of the community as a whole. The main premise of the process is that we expect students to take responsibility for their behavior. The judicial process is fundamentally a learning process for the students. For the staff who work with students in question, the process provides the challenge and support necessary for students to learn from the experience. Typically, the Associate Dean of Students will review judicial cases.

7.11.2 *Appeal Process

A student has the right to appeal a judicial decision; to do so she/he must prepare a written appeal within five working days, to the next level up of the staff member who handled the original case. Pending the response to the appeal, the student's status as a student will remain unaltered except in cases where there are reasons relating to the emotional or physical welfare of the student or of others, or reasons involving the safety of persons or property.

The student may appeal **only** on the following grounds:

1. Procedural due process;
2. Absence of sufficient evidence to support the decision;
3. Submission of new evidence.

Note that concern as to the severity of the sanction is not considered an acceptable reason to appeal.

Appeal letters must be complete enough so that a personal appearance will not be necessary. A letter which merely lists the grounds of appeal, without description of the merits or concern for the individual case at hand is not sufficient. A meeting will be held with the student to share the appeal decision within ten days, unless unusual circumstances are present.

The standards and procedures set forth in this document are those the University normally applies to conduct matters. The University reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus and community. This includes the right to suspend, expel, or request the withdrawal of a student at any time, with or without specific charge or hearing, subject only to the student's right to request review of the decision.

7.12 Clinical Year Policies

All students will be governed by the requirements for of the PAS clinical manual.

7.12.1 Student Responsibilities

1. Examinations on-site: Students will be required to return to College of St Mary's campus on the last Friday of required not elective clinical rotations for testing. Students who are 300 miles from College of St Mary for clinical rotation will be able to have proctored testing at the site on the last Friday of required not elective clinical rotation.
2. White coat: Students will be required to wear approved white coat during the entire clinical rotation with proper PA student ID badge.
3. Stethoscope: Students must provide their own stethoscope for clinical rotations.
4. Role of Students at Clinical Site: PAS students may not substitute for clinical or administrative personnel during any supervised clinical practice experience (SCPE). All educational activities that the student participates in during a SCPE must be supervised by the appropriate clinical or administrative personnel and work towards achieving a defined clinical year learning outcome or instructional objective defined in the PAS clinical manual and course syllabus. Students may never be the final step, final decision-maker, or sign for any orders during a SCPE. Clinical preceptors and sites are provided training on this policy by the PAS program. Any concerns regarding this policy during a SCPE by a student should be communicated to the Course Director, Clinical Coordinator, or PAS Program Director immediately.

7.12.2 Clinical Site Requests and Scheduling

Supervised clinical practice experience (SCPE) site placement will be completed by the Clinical Coordinator and Clinical Education Liaison. Scheduling and placement decisions will be made based on the availability of sites and the best educational interest of the student for achieving the clinical year learning outcomes. **No preferential scheduling will be provided to any student, except for the location of SCPE's for student parents with young children.** The clinical year student schedule established by the Clinical Coordinator and Clinical Education Liaison is final. Students are prohibited from changing SCPE's without the prior authorization of the Clinical Coordinator. The final decision regarding all clinical placements rests with the Clinical Coordinator. Student complaints about their clinical year schedule will result in a professionalism violation, which could lead to dismissal from the program.

The goal will be to provide students with a complete schedule for their core rotations (required areas of medicine) 30 days prior to the beginning of level 5. There will be a two week period where students can come in to discuss their clinical schedule with the clinical coordinator and clinical liaison and express any concerns about their clinical schedule. After that two week

period, no changes will be allowed to the 8 required core rotations. Scheduling of the 3 elective clinical rotation will be adjusted as needed throughout the clinical year (level 5).

Students may make requests, in writing, to the Clinical Coordinator for SCPE sites or specialties using the program-provided form. Students are not to directly contact any current or potential clinical site without the direct permission from the Clinical Coordinator or Clinical Education Liaison. All new clinical sites and preceptors must be evaluated by the program faculty prior to their use for a SCPE. The Clinical Coordinator and Clinical Education Liaison will work with the student regarding requests but do not guarantee the program will be able to meet the request. These requests must be done 90 days in advance due to required affiliation agreements and/or memorandum of understanding by the facility and preceptor.

Students will be allowed only one “trade” of SCPE with another student in the same PAS cohort. To approve this “trade” students will be required to fill out the appropriate form and submit it to the clinical coordinator 4-weeks prior to the beginning of the first (chronologically) of the two SCPEs. The final decision regarding all clinical placements rests with the Clinical Coordinator.

The student is financially responsible for travel and housing arrangements during the clinical year. The program will attempt to place students in locations that are optimal for traveling and housing but do not guarantee all SCPE’s will have optimal arrangements. Students will be assigned to sites outside of the Omaha Metropolitan Area as needed.

7.12.3 Travel Days

The student is not allowed extra travel days for clinical rotations unless approved by Clinical Coordinator for extreme circumstances.

7.12.4 Job Interviews

The student is allowed three excused days during the 12 clinical rotations for job interviews. The student is responsible for notifying the preceptor and Clinical Coordinator 24 hours prior missed clinical day.

7.12.5 Safety and Security Issues while on Clinical Rotations

- Awareness of your surroundings: The student must be observant in their surroundings for environmental hazards which may lead to injury such as needle sticks, exposure to body fluids and blood, slippery surfaces causing falls or injury, improper electrical sources, etc.
- Vehicle safety: It is recommended that the student should keep personal belongings or electronics in a locked trunk to prevent theft and to be observant in approaching their

vehicle safely particularly in the dark. It is recommended to have security or another person escort the student to their vehicle if safety is a concern.

- **Personal Safety:** The student is recommended to be observant of their surroundings at all times to prevent personal injury or assault. If the student has any concerns of personal safety on clinical rotations, please discuss with clinical preceptor and/or Clinical Coordinator.

8 Student Life and Safety

8.1 *Student Development

The Student Development team provides a variety of opportunities for CSM students to become involved in campus life which attends “to the development of mind, body and spirit.” Students are encouraged to participate in the many co-curricular programs and activities that enhance learning, including leadership development.

8.2 *Lied Fitness Center

The college strongly encourages students’ commitment to their own health and well-being. Leisure and fitness activities and recreational sports opportunities are offered at the Lied Fitness Center. The swimming pool, gymnasium, and walking track are available to all CSM students when not in use for classes or other scheduled activities. The training room is only available to student athletes. All those using the center without a valid CSM ID must check in at the front desk, where towels and sports equipment are issued. CSM students with valid IDs may use the Center at no charge; some classes and special activities, or use of the Center by guests of CSM students require payment of a nominal fee.

8.3 *Campus Ministry/Faith Opportunities

The Campus Ministry office provides opportunities designed to encourage the exploration and development of faith and spirituality. Open to students of all faith traditions, and rooted in our Catholic identity, Campus Ministry offers faith sharing groups, bible studies, retreats and Catholic Mass. In addition, Campus Ministry sponsors winter and spring break service trips. The Campus Ministry student led service club, Do Unto Others (DUO), provides regular opportunities for service and justice events and activities.

8.4 *Health Care

CSM partners with CHI Health Occupational Health Services (OHS) to provide limited health services at a reduced rate. These services are the financial responsibility of the student and can be paid with cash, check or credit/debit card at the time of service. The student is responsible for filing her medical expenses with her insurance carrier, as CHI Health does not provide this

service. The fee to see a provider is \$40.00. For x-rays or additional testing, additional fees will be required. CHI Health OHS is located in Medical Building One, 7710 Mercy Road, Suite 124, near the CSM campus at CHI Health Creighton University Medical Center Bergan Mercy. Appointments may be made by calling 402-398-6581 between 7:00 a.m. and 4:30 p.m., Monday through Friday. If a student requires medical assistance after the hours listed above, she may go to the emergency room or to an immediate care facility. The closest facility to the university is located at Applewood Clinic, 9717 Q Street, and the phone number is 402-537-1704.

The principal faculty, Program Director, and Medical Director will not participate as health care providers for any student that has matriculated into the PAS program and remains a student in the program during the entire length of the program. Students are instructed not to request this from any program faculty. This includes the student's immediate family. Exceptions may occur in certain emergency situations where the program faculty may have to take action as a health care provider until additional medical support arrives. Students should direct all health care related concerns to CHI Health Occupational Health Services located in Medical Building One, 7710 Mercy Road, Suite 124, near the CSM campus at CHI Health Creighton University Medical Center Bergan Mercy or to the student's own health care provider.

8.5 *Counseling

CSM partners with CHI Health Occupational Health Services to provide short-term counseling to all CSM students and their family members free of charge. The Counseling Assistance Program (CAP) is a confidential, 24-hour access service with locations throughout the Omaha metropolitan area, including one within walking distance of CSM's campus. Students who want to discuss issues that are interfering with academic or personal goals may call CAP (402-398-5566 or 1-888-847-4975) to set up an appointment. Anxieties, high stress, concern for a friend, or depression are among the many reasons students take advantage of this confidential, free service.

Information about this and other available services are posted throughout the campus, library, and student lounges in which the PAS students may frequently spend their time. Students may directly access available services without referral from faculty, staff, or a health care provider. All PAS program faculty and staff aware of a student's personal issue should confidentially provide the student with CAP's phone number as soon as possible and encourage the student to call and schedule an appointment. Faculty and staff may call on behalf of the student in the student's presence if requested, but the student must voluntarily participate. The Program Director, Medical Director, and principal faculty must not treat the student as a health care provider as described in 8.4 above.

8.6 *Alcohol and Drugs Policy

College of Saint Mary does not encourage consumption of alcoholic beverages, nor does it promote the use or abuse of them. The University adheres to the laws of the state of Nebraska and does not permit students under the age of 21 to possess or consume alcoholic beverages on campus.

College of Saint Mary prohibits the unlawful possession, use, or distribution of illicit drugs by any student on University's property or as part of any of the University's activities on or off campus.

College of Saint Mary strives for a drug-free environment and takes seriously the negative effects illegal drugs and controlled substances have on its students and community. The College expects students to comply with state and federal laws.

- a. The possession, sale, distribution, or use of illegal or controlled substances is prohibited.
- b. The presence of residue or paraphernalia, including but not limited to bong, scales, and pipes, is prohibited. Drug paraphernalia will be permanently confiscated.
- c. The use of prescription drugs for non-medical reasons is prohibited. Prescription drugs may only be used by the student to whom they are prescribed.
- d. Odors, such as in the case of marijuana, are considered evidence of drug use; students may be held accountable for violations based on smell alone.
- e. Operating under the influence is prohibited.

As it is stated in our mission, CSM calls us to pay attention to the development of mind, body, and spirit. There are numerous, serious health risks associated with the use of illicit drugs and alcohol. Substance abuse, when left untreated, may lead to damaged vital organs such as the liver, brain, and kidneys. For more detailed information regarding the health risks associated please see Appendix C of the CSM Student Handbook. These effects, more often than not, lead to poor academic performance, loss of jobs, arrests, arguments with family and friends, and serious accidents. Consequently, when appropriate, CSM will refer students to the CHI Health Bergan Mercy Counseling Assistance Program (CAP) for an evaluation. The CHI Counseling Assistance Program is located at 7500 Mercy Road Omaha, NE 68124. 24-hour telephone number (402) 398-5566. Toll Free 1-888-847-4975. Students will be expected to follow through with the recommendations CAP may suggest.

Any student in violation of our alcohol and drug policy will be referred to the judicial process outlined in the code of conduct section of the CSM Student Handbook.

8.7 *Policy for a Tobacco-Free Campus College of Saint Mary

As a women's University, College of Saint Mary has a special responsibility to lead efforts in recognizing and addressing smoking as a significant issue affecting women's health. CSM also has a responsibility to its employees and students to provide a safe and healthy environment. Research findings show that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. In addition to causing direct health hazards, smoking contributes to institutional costs in other ways, including fire damage, cleaning/maintenance costs, and costs associated with student and employee absenteeism, health care, and medical insurance. Consequently, ALL TOBACCO PRODUCTS, INCLUDING E-CIGARETTES/E-VAPORS ARE PROHIBITED IN ALL CAMPUS BUILDINGS AND ANYWHERE ON CAMPUS PROPERTY. College of Saint Mary will pursue avenues to provide free, accessible tobacco cessation treatment on campus—and will publicize the availability of such resources. College of Saint Mary asks its faculty, staff and student leaders to become advocates for the above policy to ensure a safe and healthy environment for all who study, work, or visit the campus.

8.8 *Copyright Laws

Section 107 of the FEDERAL COPYRIGHT LAW REVISION OF 1978 provides that “fair use” of a copyrighted book, including use by reproduction in copies, for purposes such as “teaching (including multiple copies for classroom use), scholarship, or research, is NOT an infringement of copyright.” The four statutory criteria used to determine whether use made of a work in a particular case is fair use include:

1. the purpose and character of the use, including whether such use is of commercial nature or is for non-profit education uses;
2. the nature of the copyrighted work;
3. the amount used in relation to the whole; and
4. the effect of the use upon the potential market for, or value of, the copyrighted work.

8.9 Campus Security, Safety & Emergency Exit Plans

8.9.1 *Fire Evacuation Plan

If a fire alarm sounds, the Omaha city fire department and safety and security will be responding to the affected building. Every building on campus including the residence halls are connected directly to safety and security by electronic monitoring. If you notice a fire in your building, you should still contact both the safety and security department at 402- 670-8848 and 911 for Omaha fire.

When a fire or other evacuation alarm sounds, every person must follow these procedures:

- Take your keys and CSM ID with you, if you have time.
- Carefully and calmly exit via the closet fire exit route.
- **DO NOT USE THE ELEVATORS.**
- Check each door for heat or hazard prior to opening. If your door feels hot or the exit path is hazardous, remain in the building.
- If there is a designated fire exit through your window, use it.
- Leave the room door closed.
- Stay low to the floor and cover your mouth with a wet cloth to make breathing easier in smoky conditions.
- If you notice that individuals cannot negotiate the exit, move them laterally away from any obvious danger to a safe place.
- Person with disabilities, such as those who cannot walk or must be assisted down the stairs, may elect to remain in the building until emergency personnel arrive.
- Report the status and location of anyone remaining in the building to campus responders (Safety and Security) and public officials (Police, Fire). Repeat this message often.

Stay together at a safe distance (100 yards, upwind) from the building until Campus Safety and Security indicates you can return to the building.

In The Event of a Fire:

If you notice a fire: Alert others in the immediate area and activate the nearest fire alarm on your way out of the building.

- Call 911 and state that you wish to report a fire. (You do not need to dial 9 first). State your name, building name, street address (7000 Mercy Road), street intersection (72nd Street and Mercy Road), office number, location of fire, extent of fire, and your telephone number. Then call Safety and Security by dialing “1” on campus phones or on your cell phone at 402-670-8848.
- Do not fight a fire if you have not been trained or are unsure about what type of fire extinguisher to use. Most portable extinguishers are appropriate for only small contained fires, such as a fire in a wastebasket.
- Remember to never fight a spreading or growing fire and never block your escape.
- Close doors to help prevent the fire from spreading.
- Advise emergency personnel about the size and location of the fire.
- Do not re-enter a building that is on fire.
- Advise emergency personnel if you know that someone is in the building.

The Alarm May Not Sound Continuously:

- If by some chance the alarm stops, continue the evacuation and warn others who may attempt to enter the building after the alarm stops.

- Leave the building and move at least 100 yards up wind away, leaving the driveways and walkways open for arriving police and fire equipment.
- DO NOT enter the building until given the all-clear from the Fire Department.
- Someone familiar with the situation and who knows the area involved should meet the fire department. Someone with keys, which may be needed to allow firefighters access to affected areas, should make him/herself available upon arrival of the fire department.
- Notify firefighters on the scene if you suspect someone may be trapped inside the building.

Evacuation Procedures

The evacuation procedures shall be as follows:

- Never Ignore a Fire Alarm!
- It shall be the responsibility of every person to immediately leave campus buildings whenever the fire alarm is activated or a fire emergency exists.
- All students, faculty, and staff are required to leave the building and remain outside until the emergency is over. No one shall restrict or impede the evacuation.
- Feel the door from top to bottom
 - If hot, Stay calm and do not open door, see tips below for if you are trapped.
 - If door is cool, crouch low and open door slowly. Close door quickly if smoke or fire is present. If clear, exit via nearest stairwell. Stay low if smoke conditions exist.
- If you encounter heavy smoke in stairwell, go back and use an alternate route.
- Never use an Elevator during a fire.
- Once outside of building go directly to a safe assembly point
 - **100 yards, upwind away from the building**
 - Keep away from power lines, poles, gas lines

If You Are Trapped

- Stay calm. There are many things you can do to protect yourself.
- If possible, go to a room with an outside window and use a flash light or light to get people's attention.
- Close the door between you and the fire. Stuff the cracks around the door with towels, rags, or bedding and cover vents to keep the smoke out of the room.
- Use your cell phone or a land line to call the fire department and tell them exactly where you are. Do this even if you can see fire trucks on the street below.
- Wait at window and signal for help with a flashlight, if you have one, or by waving a sheet or other light-colored cloth.
- Be patient. Rescuing all the occupants of a residence hall can take some time.

Do Not Jump from the Room - Any rescue attempts will be made by the Fire Department.

If You Are On Fire:

- **Stop, Drop, and Roll** - If your clothes catch on fire, Stop, Drop, and Roll, wherever you are. Rolling smothers the fire.



Using a Fire Extinguisher

If a slight fire seems controllable, instantly contact the Omaha Fire Department and Safety and Security Department at CSM. Never try to fight even a small fire until the alarm system has been activated, evacuation has begun, and the fire department has been called. Then only if you have been trained, promptly direct the charge of the fire extinguisher toward the base of the flame. Ideally you should have one person make the emergency phone calls while the trained person uses the fire extinguisher. When using an extinguisher, always have a clear escape route at your back. If the fire doesn't die down immediately or starts to spread, leave at once.

Multi-purpose ABC fire extinguishers are located throughout all the university buildings and residence halls for use by trained persons on most types of small fires.

When using a fire extinguisher use the P.A.S.S. method:

P - Pull the pin.

A - Aim.

S - Squeeze the trigger.

S - Sweep the fire.

From a safe location (Assembly point) call 911 and be prepared to give:

- Building Name
- Floor
- Room Number
- Type of Incident

8.9.2 *Tornado Warning Protocol

A Tornado Warning means that a tornado has been sighted or indicated by weather radar in the general area. **Action taken in case of TORNADO WARNING AT CSM:** When the alert is given (typically a siren or by CSM Text Alert) everyone will leave the area they are in and go directly to their designated area of shelter. Do not go outside! Listen to the Weather Radio for updates, which can be found in every designated shelter area on campus. Once the National Weather Service allows the warning to expire, you are free to leave your designated area of shelter. Be sure that you are alert and looking in your immediate area for debris, glass, or downed power lines.

Designated Shelter Areas

- Hill-Macaluso Hall -Evacuate to the ground floor and/or CSM tunnel system
- Walsh Hall-Evacuate to the ground floor north hallway and/or CSM tunnel system
- Hixson-Lied Commons-if safe to do so, evacuate through the North doors and enter Walsh Hall. Once inside of Walsh hall enter the tunnel system. If it is not safe, remain in the HLC and go into the women's or men's restroom. Stay away from windows!
- Madonna Hall-Evacuate to CSM tunnel system
- Lied Fitness Center-Evacuate to the lowest level hallway. Use both the restrooms and locker rooms as needed.
- Mercy Hall- if safe to do so evacuate through the North doors and enter Walsh Hall. Once inside of Walsh hall enter the tunnel system or remain in the ground floor. If it is not safe remain in Mercy Hall and evacuate to the basement landing which is located on the north side of the building. Stay away from windows!
- Lozier Hall-Evacuate to CSM tunnel system or ground floor hallway. Stay out of the rooms on the East side of the hallway.
- Spellman Child Development Center-evacuate to the kitchen, teachers bathrooms, breast feeding room, and staff LRC Room based on classroom

Weather Radio Locations

- Hill-Macaluso Hall -Ground floor near break room and or tunnel
- Walsh Hall-Tunnel near the storage rooms
- Hixson-Lied Commons-Library staff lunch room, and Achievement Center
- Lozier Tower-Ground Floor, McAuley, near computer center
- Madonna Hall-Tunnel
- Lied Fitness Center-Ground floor near coaches locker room
- Mercy Hall-Basement landing in north stairwell, mounted to the step
- Spellman Child Development Center-kitchen storage area

If you are in a structure off of Campus:

- Go to a pre-designated shelter area such as a safe room, basement, storm cellar, or the lowest level of a building.
- If there is no basement, go to the center of an interior room on the lowest level (closet, interior hallway) away from corners, windows, doors and outside.
- Put as many walls as possible between you and the outside.
- Get under a sturdy table and use your arms to protect your head and neck.
- Do not open windows.

If you are outside without shelter:

- Lie flat in a nearby ditch or depression and cover your head with your hands. Do not get under an overpass or bridge because these structures can intensify the wind.
- Never try to outrun a tornado in a car or truck if you are in urban or congested areas. Instead, leave the vehicle immediately for safe shelter.
- Watch out for flying debris. Flying debris from tornadoes causes the most fatalities and injuries.

8.9.3 *Medical Emergencies

In any emergency, it is important to stay calm and, if necessary, help keep others calm. If you come across someone who appears to be injured, remember:

- **DO NOT** approach persons injured by electrocution or toxic exposure unless they are clearly away from the hazard.
- **DO NOT** move a seriously injured person unless they are in an unsafe area. If the victim must be moved, move as a unit, always supporting the head and neck.
- **DO NOT** bend or twist the injured person's body.
- **Please** contact Safety and Security at 402-670-8848 or by dialing "1" on any campus phone after calling 911. All Safety and Security Officers at CSM are trained in CPR/AED/First Aid, and are skilled to assist. Someone must remain with the student and, if possible, others should be asked to stand at the main entrance of the building to direct emergency personnel.

Please be prepared to give the 911 dispatcher the following information:

- Location of the emergency
- What happened?
- Number of persons injured
- Is the injured person conscious?
- Is the injured person breathing?
- Is there severe bleeding?

<u>AED Location</u>	<u>Building</u>
Walsh	2 nd Floor Near Room 220
Mercy Hall	1 st floor near Room 112
Hixson-Lied Commons	Near Room 126
Lied Fitness Center	Lower level near Room 3
Hill-Macaluso Hall	1 st Floor near Gross Conference Center

- If you are injured on campus, please contact Safety and Security so that an injury report can be filed.
- Please Contact Safety and Security to file an injury report if you're injured off campus during a CSM Event.
- It is the personal responsibility of each student to provide her own transportation for medical emergencies as well as for routine doctor appointments, dental appointments, etc. CSM employees cannot be responsible for transportation of medically ill students.
- Any expenses incurred are the sole responsibility of the student.
- The Vice President for Student Development must be notified of any incident.

8.9.4 *Inclement Weather

If winter weather necessitates the closing of CSM for any duration of time, the following process will be followed:

- No later than 6 a.m. (for day classes) or 4 p.m. (for evening classes), College of Saint Mary will contact TV channels, KMTV 3 (CBS), WOW TV 6 (NBC), and KETV 7 (ABC) to ensure that CSM will be included in the reporting on the status of schools. The CSM community should tune in to one or more of these TV stations for the status of the College, whether it is opened, closed or have a delayed start.
- CSM will issue a text alert alerting students if the college is closed or if there is a weather delay. To sign up for emergency text alerts, go to MyCSM web page and click "CSM Alert" link on left side to register
- myCSM will be updated with class closings by the Registrar.

During the clinical year, students should make every attempt to follow the schedule provided to them by their preceptor unless the clinic is closed due to inclement weather. The closing schedule of the CSM campus will not affect the student's clinical schedule or expectations of attendance. Hospitals and emergency rooms do not close due to weather, and students will be expected to use their best judgment on the safety of transportation to a clinic site, and if deemed reasonable, carefully convey themselves to their clinical site, just as they would when they are practicing Physician Assistants.

8.9.5 *Student Parking/Vehicle Policy

On-campus parking is available to CSM students at no cost. All student cars are to be properly licensed as well as registered through the Information Center, and a CSM sticker must be displayed on the car when it is parked on campus. While parked on campus, students should keep vehicles locked and not leave any personal property or valuables in plain sight. Resident students may only maintain one vehicle on campus. The University assumes no risk from damage to any vehicle that occurs on campus.

No parking areas: No vehicle shall be parked in any unauthorized area which includes, but is not limited to: crosswalks, blue handicapped parking stalls or the areas to the left and right of these stalls marked in yellow lines, red fire lanes, or any space marked 'No Parking'; nor shall any unauthorized vehicle be parked in a space marked with a sign for a particular individual.

Vacation periods: Only residential students may leave their vehicles on campus during vacation periods, and to do so, residents must notify the Director of Residence Life. Vehicles that remain on campus during vacation periods must be parked in a designated area, in order to facilitate snow removal and parking lot repairs, etc.

Inoperable vehicles: Vehicles which have been damaged, have a flat tire, or are not in running condition must adhere to parking regulations and must be removed from the campus within six (6) days, or as instructed in writing by the Director of Safety and Security. Report inoperable vehicles immediately to the Safety and Security Office at 402-670-8848. Continual violations may result in towing.

8.9.6 *Safety and Security

A Safety and Security officer is available 24/7 365 days a year. If you have any safety concerns, feel free to contact the department at 402-670-8848 (dial "1" if using a campus phone). If you desire an escort from a building, use the same phone numbers. College of Saint Mary completes and posts an **Annual Campus Security and Fire Safety Report every October** in compliance with Higher Education Act provisions for Campus Crime and Security reporting (Clery Act). Copies are available at <http://www.csm.edu/student-life/campus-living/campus-safety-and-security>.

8.10 *Children On Campus

Responsibility for the safety and well-being of children on the CSM campus rests with parents/guardians or assigned chaperones. A parent, guardian, or caregiver must supervise children at all times while on campus. Children must be accompanied by a person 14 years of age or older. Parents, guardians, or caregivers are responsible for the behavior of accompanying children. If a child is with a parent, guardian, or caregiver but is not being actively supervised, and/or is acting inappropriately (such as distracting others or making noise), College of Saint Mary staff will attempt to locate the adult and inform him/her that the child must be supervised. If a child is left in the building without any caregiver or adult present, a staff member will ask the child for his/her telephone number and attempt to reach the child's parent or guardian by telephone. Children are not allowed in the classroom.

9 Definition of Terms

Deceleration: The loss of a student from an entering cohort, who remains matriculated in the Physician Assistant program.

Dismissal: A program-based decision that results in a student exit from the program. A student must reapply to the program to regain admission.

Good Standing: Indicates a student who is not on academic or professionalism probation.

Instructional Faculty: Individuals providing instruction or supervision during the didactic and/or clinical phases of the PAS program, regardless of length of time of instruction, faculty status or rank, including full-time program faculty, medical director, didactic instructors, and clinical preceptors.

Leave of Absence: A period of time a student is granted to be away from his/her studies while maintaining the status of current student.

Remediation: The process of addressing deficiencies in a student's knowledge and skills, such that the correction of these deficiencies is measurable and can be documented.

Withdrawal: A student-based decision that results in a student exit from the program. A student must reapply to the program to regain admission.