



**UNIVERSITY OF  
NEW ENGLAND**

INNOVATION FOR A HEALTHIER PLANET

**PHYSICIAN ASSISTANT PROGRAM  
STUDENT HANDBOOK**

**Class of 2028**

**Revision May 2026**

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## WELCOME TO THE UNE PA PROGRAM

Welcome to the Master of Science Physician Assistant (MSPA) Program at the University of New England! The faculty and staff are proud to work with you through the journey that will lead you to an exciting and rewarding career as a PA. You have entrusted the faculty and staff with your medical education, and we look forward to developing strong relationships by assisting you through this growth experience. The next few years will be filled with personal, academic, and professional growth that will lead you to an exciting career as a physician assistant. We invite you to work hard, study diligently, and strive for excellence in all that you do.

We are excited about embarking on this journey with you to become a competent and compassionate PA. Since its inauguration in 1996, we are proud to be the only accredited PA program in Maine. The program matriculates 50 students into a cohort each May. The 24-month curriculum consists of a didactic and a clinical phase. The didactic portion is the first 12 months and the clinical year is completed in the last 12 months.

To meet our program mission, the Program's experienced faculty and staff are committed to student support and success. Teaching and learning may take place in traditional classrooms, laboratory and skills sessions, small group learning environments, or hybrid platforms. Methodologies employed to facilitate learning include simulations, standardized patient encounters, case-based learning, interprofessional education, and lectures from subject matter experts. The ability to navigate through a changing healthcare landscape not only requires knowledge, but also leadership abilities.

This Student Handbook has been developed to provide you with the essential information about the academic policies and procedures adopted by the PA Program and the University. It serves to clarify the administrative and logistical aspects of both the didactic and clinical phases of the program. Students are highly encouraged to read the handbook carefully in its entirety, as well as refer back to it during your training as questions arise. An additional Clinical Handbook for your second-year clinical phase will be provided during your clinical orientation.

It is essential to take care of yourselves and each other through this path to your professional career. Celebrate the small victories, ask for help when you need it, and remember the passion that brought you here. On behalf of the faculty and staff, thank you for choosing the UNE PA program to provide your medical education. Please contact me if you have any additional questions or concerns.

Sincerely,

Robert Hawkes, MSPA, PA-C  
Program Director / Associate Clinical Professor  
Physician Assistant Program

## SECTION I: GENERAL PROGRAM INFORMATION

### Introduction

Your physician assistant (PA) graduate program is a rigorous, master's-level pathway that prepares you to practice medicine as a nationally certified, state-licensed clinician. You will complete 2 years of intensive medical training, combining classroom experiences with approximately 2,000 hours of clinical rotations.

The University of New England (UNE) Physician Assistant (PA) Program Student Handbook outlines specific policies and procedures pertaining to your education. This Student Handbook is designed to supplement existing University policies and procedures with additional program specific policies and requirements.

This Student Handbook serves as an essential reference for all members of our school community including students, staff, and faculty. It outlines the policies, procedures, and standards that ensure a safe, respectful, and productive learning environment.

Students are expected to review this handbook carefully and to use it as a guide throughout the academic year. Familiarity with these guidelines supports academic success, responsible decision-making, and positive engagement in school life.

Students are responsible for the information in this Student Handbook, UNE Student Handbook, and Westbrook College of Health Professions (WCHP) Graduate Program Progression Policies. Before the clinical phase of the program, students will be responsible for information in the Clinical Year Handbook.

The PA Program Student Handbook is to be used in conjunction with the policies and procedures outlined in the following handbooks and documents.

- **UNE Student Handbook** (<https://www.une.edu/student-affairs/student-conduct/student-handbook>), including the University Conduct Code, which governs the conduct of all UNE students and applies to all on-campus and UNE-sponsored off-campus activities, including clinical observations, clinical rotations, and community service.
- **Westbrook College of Health Professions Graduate/Professional Program Progression Policies.** <https://www.une.edu/sites/default/files/2025-04/Westbrook%20College%20of%20Health%20Professions2025-2026%20ProgramProgressionPolicies.pdf>
- **Code of Ethics for the PA Profession.** <https://www.aapa.org/download/56983/> for the delivery of safe, competent care and related services, all of which underscore all aspects of professional practice. Students are expected to demonstrate behaviors that uphold those standards.

Students shall read, understand, and adhere with the policies and procedures outlined in the PA Program Student Handbook for your specific cohort. Program policies apply to all PA students, staff, principal faculty, medical director, and the program director regardless of where instruction occurs.

Each student is required to sign the accompanying attestation form acknowledging the receipt and review of the Handbook. Signature Form: <https://forms.office.com/r/d4WYMvGHbf> to be uploaded to Exxat.

Your signature denotes your receipt and understanding of the handbook, and the content of the other supportive handbooks and policies referenced in the document. If you have any questions, please seek clarification from the program faculty.

The policies contained in this handbook may be amended or appended during your enrollment in the PA program. Revisions to this handbook will apply to all students, staff, faculty, medical director, and the program director. The PA program will provide written updates to any changes to program policy. As changes occur in policies, students will be notified via their UNE e-mail.

### Program Length

The program length is 24 months consisting of 6 semesters. The first 12 months are the didactic or classroom portion of the program. The final 12 months are the clinical phase of the program where students receive instruction with licensed preceptors with outpatient and inpatient facilities. All students must complete the program within 36 months including students who have taken a program approved leave.

### Program Mission

The mission of the University of New England Physician Assistant Program is to prepare PAs who will provide compassionate, evidence-based, person-centered health care through interprofessional teams to people of all communities.

### Program Goals

The PA Program has developed the following goals consistent with the UNE mission, vision, and values. The program annually evaluates and reports on the success of meeting the program goals.

Goal 1. Recruit qualified applicants from variety of backgrounds.

Goal 2. Prepare physician assistants who demonstrate knowledge necessary to evaluate and treat patients with various medical conditions.

Goal 3: Apply principles of evidence-based medicine and patient centered care to clinical practice.

Goal 4: Exhibit professionalism and effective interpersonal communication

Goal 5: Encourage students to serve underserved populations.

### Physician Assistant Program Technical Standards

Students in the PA program must have abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral/social. Students admitted to the program must meet all of the technical standards upon matriculation and maintain these standards while enrolled in the program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student may be subject to dismissal. The student must request accommodations through the Student Access Center.

Candidates for and students of the program must have somatic sensation and the functional use of the senses of vision and hearing. Candidates' and students' diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell, and taste. Additionally, they must have sufficient external sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out the activities described in the section above. They must be able to consistently, quickly, and accurately integrate all information received by whatever sense(s) employed, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

Please refer to [Appendix A](#) for the list of technical standards.

### Competencies for the Physician Assistant Profession

Competencies for the PA profession, as adopted by the four national PA organizations, defines the specific knowledge, skills, and attitudes as well as the required educational experiences needed in order for PAs to acquire and demonstrate these competencies. While these competencies are ultimately for clinically practicing PAs, the program will work toward fostering the development and acquisition of these competencies throughout the program.

Please refer to the following link or [Appendix B](#) for the list of Competencies for the PA Profession. <https://www.aapa.org/download/90503>

### Physician Assistant Program Competencies

Program defined competencies represent the medical knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities each student must satisfactorily demonstrate in order to graduate from the UNE PA Program. These competencies were developed from the Competencies for the PA Profession, created and adopted by four organizations (NCCPA, AAPA, ARC-PA and PAEA).

The mission and goals of the program are accomplished by having graduates who meet the program defined competencies. Students are assessed on the competencies throughout the didactic and clinical year and cumulatively assessed during the program Summative exam given during the last semester of the clinical year prior to graduation.

Please refer to [Appendix C](#) for the list of PA program competencies.

### PANCE eligibility

Upon meeting all program and graduation requirements of the curriculum, the student is awarded the Master of Science Physician Assistant (MSPA) degree. The graduate is then eligible to sit for the Physician Assistant National Certifying Exam (PANCE) administered by the National Commission on Certification of Physician Assistants (NCCPA).

## Professional Organizations

The PA program encourages student involvement in state and national professional organizations. Students are strongly encouraged to join the following PA professional organizations:

- The American Academy of Physician Assistants (AAPA) <https://www.aapa.org/>
- The Student Academy of the American Academy of Physician Assistants (SAAAPA): the student chapter of AAPA. Students are informed of important SAAAPA issues effecting PA education and practice. <https://www.aapa.org/about/aapa-governance-leadership/student-academy/>
  - Must be AAPA member to participate in SAAPA activities
- The Maine Association of Physician Assistants (MEAPA): the state chapter for AAPA. <https://mainepa.mypanetwork.com/>, <https://www.facebook.com/meapa4me/>
- Cost of student memberships:
  - AAPA: \$75 one-time fee until you graduate
  - MEAPA: \$50 Two-year student membership

Students may also wish to join one of the AAPA constituent specialty organizations. These are not required. <https://www.aapa.org/advocacy-central/constituent-organizations/>

## Faculty and Staff Contact Information

<b><u>Name</u></b>	<b><u>Position</u></b>	<b><u>Phone#</u></b>	<b><u>Email</u></b>
Robert Hawkes, PA-C	Program Director	207-221-4350	<a href="mailto:rhawkes@une.edu">rhawkes@une.edu</a>
Steven Blessington, PA-C	Medical Director	207-221-4510	<a href="mailto:sblessington@une.edu">sblessington@une.edu</a>
MacKenzie Towns, PA-C	Director of Clinical Education Assistant Clinical Professor	207-221-4552	<a href="mailto:mbohlen@une.edu">mbohlen@une.edu</a>
Meredith Wall, PA-C	Academic Coordinator Associate Clinical Professor	207-221-4527	<a href="mailto:mwall1@une.edu">mwall1@une.edu</a>
Michael Smith, PA-C	Associate Director of Clinical Ed Associate Clinical Professor	207-221-4633	<a href="mailto:msmith143@une.edu">msmith143@une.edu</a>
Sarah Patton, PA-C	Associate Clinical Professor	207-221-4404	<a href="mailto:swiesendanger@une.edu">swiesendanger@une.edu</a>
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Thea Nelson	Program Assistant	207-221-4526	<a href="mailto:tnelson13@une.edu">tnelson13@une.edu</a>
Joseph Wolfberg	Medicine Bag	207-221-4465	<a href="mailto:jwolfberg@une.edu">jwolfberg@une.edu</a>

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**Clinical Team Email:** [unepa\\_clinical@une.edu](mailto:unepa_clinical@une.edu)

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The PA program offices are located on the 2<sup>nd</sup> Floor of the Pharmacy Building on the Portland Campus. Administrative hours are 8:00am to 4:30pm. Each staff member has a remote day, but are available by email Monday-Friday.

## SECTION II: PROGRAM REQUIREMENTS

### Health Insurance

All full-time students are required to have and maintain health insurance throughout their entire time in the PA program. Information regarding student health insurance is available at:

<https://www.une.edu/student-health-insurance>. Students purchasing non-University health insurance coverage should ascertain what is and what is not covered by their policy and should be certain that it includes coverage for bloodborne pathogen exposure, since this is the most commonly encountered injury during clinical training.

### Physical Examination

All matriculating students in any health professions program at UNE are required to undergo a physical exam prior to the start of classes.

Student health records are considered confidential and are not accessible to or reviewed by the program including all faculty and staff. Immunization and screening results are maintained for program review and verification. Results of immunization and screening may be released to clinical affiliates for student credentialing with written permission from the student.

### Immunization Requirements

All students in health profession programs at UNE are required to have specific immunizations which are outlined below. PA students must meet the immunization requirements for healthcare professionals set forth by the Centers for Disease Control and Prevention (CDC) and state specific mandates. Students in the PA program may be granted **only** medical exemptions for vaccinations.

Students are required to provide proof of all required immunizations, tuberculosis (TB) tests (see below section on Student Health Records Management for more information), and titer testing prior to matriculation. All students must have these completed with results submitted to Exxat. Varicella and Hepatitis B repeat series may be in process. Students are also responsible for providing the PA program with a signed health information access waiver and a copy of their immunizations posted to Exxat. Students must also keep all required immunizations current. If there is any lapse in immunization status, the student may not be allowed to attend classes or clinical rotations, resulting in delayed graduation.

Required Immunizations and Documentation:

- Measles-Mumps-Rubella (MMR) – both dose 1 and 2.
- Hepatitis B (HepB) – doses 1, 2, and 3.
- Varicella – doses 1 and 2 OR provide date of disease.
- Tetanus-Diphtheria-Pertussis – must have TDaP form within last 8 years and be current until the date of graduation.
- Influenza – must be current and renewed annually each fall by October 1<sup>st</sup>.

Required Titers and Documentation (quantitative proof of immunity):

- Measles, Mumps, Rubella (MMR) – MMR IgG antibody titers, **only** needed if no documentation of vaccination exists.

- Varicella – Varicella IgG antibody titers **only** needed if no documentation of vaccine or prior infection exists. Positive titer indicates immunity to varicella. If titer is negative, the student is considered a non-responder and will need two doses of varicella vaccine separated by a least 4 weeks. A second titer is not needed according to the CDC due to the second series being sufficient for acquiring immunity.
- Hepatitis B (HepB) – **all students** must have titers performed, even if fully vaccinated.
  - Positive titer indicates immunity to HepB. If titer is negative, the student is considered a non-responder and will need a repeat series (three doses) of HepB vaccine.
  - If titer is still negative after 2 series of the HepB vaccine (considered a non-responder), the student must then be tested for HBsAg (HepB surface antigen) to determine if already infected with HepB and for anti-Hbc (Hepatitis C antibodies) to test for possible Hepatitis C co-infection. Those who are not infected with HepB or HepC should be counseled by a healthcare provider on the risks of acquiring the disease and prevention strategies as they are considered susceptible to infection. Those who are infected should be evaluated by a healthcare provider and counseled on ways to prevent infecting others and options for treatment. Students must provide this counseling documentation to the program. Students should also refer to UNE’s Bloodborne pathogen protocol.
  - No specific work or clinical rotation restrictions are recommended for non-responders, though students should inform themselves of ways to prevent infection from the CDC and other sources such as: [http://www.immunize.org/askexperts/experts\\_hepb.asp#hcw](http://www.immunize.org/askexperts/experts_hepb.asp#hcw)
- Tuberculosis (TB) – **all students** must obtain either a two-step Tuberculin Skin Test (TST) or blood test for TB such as a Quantiferon Gold or TB SPOT.
  - Two-step TST is defined as a TST on two separate occasions separated by at least two weeks, and completed within one year. This test is essentially a 4 step PPD with 2 placements and 2 readings. Annual TST is required thereafter. Proof of administration and results must be documented by an appropriate healthcare provider within the year in which the student begins matriculation at UNE as well as between January 1st and May 1st in the year that clinical rotations begin.
  - If the TST or blood test for TB is considered positive, a chest x-ray must be performed yearly to assess for latent TB. If the chest x-ray is negative, the student is considered negative for TB. If the chest x-ray is positive for latent TB, the student should be evaluated by a healthcare provider and counseled on way to prevent infecting others and options for treatment. A yearly questionnaire will be given to positive students regarding TB symptoms by the Student Health Center.

Information regarding required immunizations is available at: <http://www.une.edu/student-health-center>

### Program Faculty as Health Care Providers

Principal faculty, program director, and medical director shall not participate as health care providers for students matriculated in the PA program. Exceptions may be made in an emergency situation.

### Drug Screenings

Students are required to complete drug screening for illicit substances prior to clinical rotations and occasionally at times during clinical rotations as needed. Additional drug screens and testing may be required by certain clinical sites (e.g. proof of protective immunization through additional testing, two-step PPD, chest x-ray, drug screens, etc.). Students should note that clinical rotations sites require this information before the start of the rotation and that many sites will not allow the student to start the

rotation until such information is provided. Sites may also have additional requirements that must be completed prior to starting the rotation. Students are responsible for all costs associated with background checks, immunizations, and drug screenings.

While recreational and medical marijuana are considered legal in the state of Maine, marijuana use is prohibited by any institution that receives federal funding including UNE. Clinical affiliates and medical sites may have more stringent requirements than the local/state laws and students rotating at those sites should assume that any drug use, including medical and/or recreational marijuana, is prohibited.

## Background Checks

Students in the program are subject to background checks in order to meet requirements for off campus experiences and clinical rotations. Students in the program are subject to criminal background checks in order to meet requirements for the Interdisciplinary Geriatric Education Program (IGEP) in the didactic phase and again during the clinical year. Any discrepancy between a criminal background reported on a CASPA application and discovered through a criminal background check may be grounds for dismissal. Students are responsible for all of the costs associated with the initial and any subsequent background checks. It is the responsibility of the student to contact licensing boards to ensure that any adverse findings on a background check will not be a barrier to certification or licensure.

## Financial Responsibility

Students are responsible for all financial costs associated with compliance of University, Westbrook College of Health Professions (WCHP), PA Program and clinical affiliate policies and procedures. Including, but not limited to, the following: background checks, health screenings, maintaining health insurance, immunizations, and drug screenings.

## Student Health Records Management: EXXAT

The PA Program, clinical site affiliates, and licensing boards have requirements relative to criminal backgrounds, immunizations, certifications, and drug screenings. It is your professional responsibility as a matriculating PA student to keep all information current and up-to-date while enrolled in the program.

Each student is responsible for uploading proof of the following to Exxat and Mediat:

- Date of pre-matriculation physical examination.
- Immunizations (see <http://www.une.edu/student-health-center> ).
- TB testing (*Note:* The PA Program, rotation sites, and Exxat require a 2-step PPD or Quantiferon Gold annually which differs from (and replaces) the UNE requirement.).
- Current American Heart Association BLS certification.
- Background checks: completed.

## Health Insurance Portability and Accountability Act (HIPAA) Training Requirements

Students must maintain their Health Insurance Portability and Accountability Act (HIPAA) training each year through the University HIPAA Compliance Office. Students must complete HIPAA certification and renew annually. The training link will be sent via email. The Full HIPAA Policy and Manual may be found at: <http://www.une.edu/research/compliance/hipaa-and-une>.

### Student Exposure Risk Training Requirements

Safety of students, patients, and other healthcare providers is critical to their health and wellbeing. PA students can reasonably anticipate that they will come in contact with blood and/or other potentially infectious materials. Therefore, all students must complete the UNE OSHA/Student Exposure Risk training prior to any educational activities which would place them at risk. Students must also complete annual UNE OSHA training recertification. Students must be compliant with OSHA and universal precaution requirements including the use of gloves, care of sharp objects, use of eyewear, protective clothing, and other precautionary measures. The UNE OSHA training link will be provided to students.

FIT testing will be completed during the program. Prior FIT testing at other institutions will not be accepted as a replacement or advanced placement for this requirement. Facial hair must be shaved so that it does not interfere with the fit of the respirators (e.g., mustaches instead of beards/goatees). Some clinical sites may require additional FIT testing specific to their institutions mask type and requirements.

### Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS)

All students will complete Basic Life Support (BLS) for Healthcare Providers training during the first two weeks of the program. Upon successful completion, students will receive an American Heart Association (AHA) BLS Provider certification card valid for two years.

In addition, students must successfully complete an AHA Advanced Cardiac Life Support (ACLS) course during their didactic year provided by the PA program regardless of prior certification status. This will ensure quality content for all students and allow for certification to remain valid throughout the clinical year and after graduation while the credentialing process for clinical positions is being completed.

## SECTION III BOOKS, EQUIPMENT, AND DRESS CODE REQUIREMENTS

### Book List

The booklist will be sent out to incoming students prior to matriculation. Many of the required books are available online through the UNE library. Some required books must be purchased through the UNE Bookstore or other sites of your choice.

### Scrubs, White Coats, and Name Tags

- Scrubs: Students will need to purchase at least two sets of slate/charcoal-colored scrubs with their first and last names embroidered legibly on the tops, i.e. John Doe. Students may put PA-S after their name. The font should be in print, not cursive, for legibility. Scrubs are worn at least three times a week in the first semester and at least once a week thereafter for the clinical assessment and integrating seminar courses.

For the anatomy course, students should have an additional pair of scrubs for lab use due to chemical and tissue exposures. These are scrubs do not need to be embroidered and may be of any color.

- White Coats: Students will need to purchase at least one white coat of short length with their first and last names embroidered legibly. Students may put PA-S after their name. The font should be in print, not cursive, for legibility. The program will provide additional information on purchasing in the spring semester.
- Nametags, IDs, and Patches:
  - Students are required to wear a UNE PA Program issued student name tag during special didactic events and clinical rotations.
  - UNE Photo ID badges are produced during orientation and serve as a swipe card, allowing access into the skills lab practice areas, study rooms, and main building entrances after hours.
  - UNE PA student patches for the white coat are required for the clinical year only and can be purchased through the UNE bookstore prior to clinical rotations.
  - Students must wear their PA program name tag during clinical rotations to distinguish them from other health profession students and practitioners.
  - Clinical affiliates may also require an additional institutional ID card while in rotations clearly identifying as a PA student.

### Required Medical Equipment

As part of your program fees, you are provided with the necessary medical equipment you will use in the Clinical Assessment course, which begins in the summer. This equipment is yours to keep and utilize throughout your career. Additionally, you will be provided with an equipment bag in which to transport and store your equipment. These will be available for pick up your first week on campus. There is no need to purchase additional medical equipment.

We require an identifier such as a name tag on your medical bag, as all bags are identical.

- Oto-ophthalmoscope set (Welch Allyn full size/3.5-volt diagnostic set with traditional ophthalmoscope)
- Stethoscope (Littman Cardiology IV)
- Reflex Hammer

- Tuning forks – 128cps and 512cps
- Sphygmomanometer with child, adult, and large blood pressure cuffs
- Examination gown (“Johnnie”) that ties in the back
- Examination drape (flat twin sheet, white)
- Medical bag
- Metric tape measure
- 6” clear ruler

## Computer Requirements

Each student is required to bring a laptop computer to class and exams. Due to incompatibility with certain software, the use of tablets is not allowed for taking exams. However, students do often use a tablet in addition to their laptop to take notes in class.

Student laptops must meet the requirements for ExamSoft and PAEA testing programs:

<https://examsoft.com/resources/examplify-minimum-system-requirements>. Examplify will not run on Chromebooks, Android, or Linux operating systems. It also does not support touchscreen input devices on Mac or Windows laptops. Students are responsible for having adequate internet speed and bandwidth to access University resources and submit assignments by their deadlines while not on campus.

## Smartphones and Smartwatches

Smartphones are helpful to access medical apps during many classes, but are not allowed during examinations or other graded assessments. Smartwatches are also prohibited during examinations or other graded assessments.

## Dress Code Requirements

As you prepare for your career as health professionals, and in accordance with the Westbrook College of Health Professions policy, PA students are expected to maintain the highest standard of appearance including a professional wardrobe. As is expected in the professional workplace, students are expected to be conservatively and neatly dressed in business casual and groomed throughout all phases of their professional education, whether on campus, in the community, or a clinical setting.

- Specifically, no shorts, jeans, tights, t-shirts, open-toed footwear, or flip flops are allowed.
- Leggings may be worn along with a long tunic reaching at least mid-thigh.
- Students should wear at minimum dress slacks and open collared shirts/blouses.
- Athletic shoes and scrubs are to be worn for anatomy and clinical assessment. See section above on “Scrubs” for specifics.
- Further information regarding dress code and specific course requirements will be discussed during orientation.
- Some courses may have more stringent requirements to be compliant with UNE regulations and OSHA standards.
- Some courses will require tank top and shorts for physical exam practice with classmates.

The PA program and its preceptors reserve the right to require students who present for participation in a class or program activity inappropriately dressed or with poor body hygiene to leave the activity. Should this occur, the absence would be treated as unexcused.

## SECTION IV: GENERAL PROGRAM POLICIES

### School Cancellation or Delays

Occasionally, severe weather can cause cancellations or delays. A decision to delay the opening time or to cancel school at the University due to inclement weather will generally be made by 5:45am for classes and activities based on conditions at each campus and the immediate surrounding area after consulting with the weather service. The University's decision to cancel school or activities later in the day, evening, or weekends due to inclement weather will be made at least two hours prior to the class or event if weather conditions permit.

The University will alert employees and students of weather impacted opening and closing times. If an alert states that the University is closed, the closing pertains to both the Biddeford and Portland campuses unless otherwise specified. All classes, events, and activities scheduled during these closures will be canceled or postponed. Unless UNE announces a closing via the media, we are open. In certain circumstances, faculty may elect to cancel classes when the University is open. In this case, they are responsible for informing their students in a timely manner.

For further details surrounding the UNE cancellation/delay policy please visit:  
<https://www.une.edu/about/cancellationdelay-policy>

In the event of a weather delay or cancellation, in order to keep the PA program didactic sequence on track, the program may elect to hold a lecture virtually or provide a voiced over lecture. The Zoom lectures during cancellations/delays will be recorded as we understand that cancellations due to inclement weather may have implications on power and internet services. Students are encouraged to attend the live virtual one, but are not required if they are unable. All students will be required to view the lectures within 2 days of the recording if they did not attend the live virtual event.

Students in the clinical year will follow the policies of the Clinical Year handbook. If the University is closed, students may still be required to attend their rotation as medical offices rarely close due to weather conditions.

### Change of Address

Students are required to notify the Program Coordinator when there is a change in their address or phone number. Students are also required to update their demographics and addresses in EXXAT bio section. The program will not be responsible for lost mail or late notifications when a student does not provide notification of a change. Students are also responsible for notifying all pertinent UNE departments of the change, including the Registrar's Office.

### Communication

Email is the primary mechanism used to notify students of important information. Students are required to check their UNE email **at least** twice daily during the didactic semesters and once daily during clinical year. The program will not be responsible if a student has outdated or missed information because of not regularly attending to their email. All correspondence is to be made through your UNE email accounts, not personal email accounts.

Emails from UNE Program personnel should be answered within one business day of receipt. Program personnel check their emails between 8am and 5pm Monday through Friday, less frequently if they are out of the office or when they have an automatic reply on. Do not expect a response after 5pm or on weekends if it is not an emergency. For emergencies, please call the main PA program office number and leave a message AND email Program Coordinator and the Program Director an explanation of the emergency and support needed. A reply to the request/circumstance will be given during normal business hours.

Professional email courtesy requires that you use a professional salutation and an appropriate closing and signature. If an email request is sent to you, a response to the sender is the professional expectation. If you send an email and it is answered, a follow-up confirmation of receipt is expected as a professional courtesy. Professors should be addressed as Dr. or Professor as indicated on their email signature.

### Program Calendar and Schedule

The program calendar may differ from the posted UNE Graduate Academic Calendar. Students will be notified as soon as possible of any differences. The program will make every attempt to post and distribute the changes to the students prior to the start of the semester. There may be instances where additional changes may occur throughout the semester to accommodate our adjunct instructors and other factors that would interfere with the normal schedule such as cancellations or delays. Students will be notified as soon as any changes are made. Please consult the program prior to planning time away to check for any schedule differences.

Typical hours for classes are Monday through Friday 8am-5pm. However, students may be required to attend classes and/or activities during early morning (no earlier than 7am, evening (no later than 9pm), and weekend hours at times during the program. The program will make every attempt to post the schedule on Brightspace in a timely manner so that students can adjust schedules accordingly. Students should make every attempt to schedule appointments during non-class times. If this is not possible, please fill out a Student Time Away Request form [Appendix F](#) prior to the absence for program approval. Students who require ongoing appointments for medical issues must contact the Student Accessibility Center (SAC) and appropriate reasonable accommodations must be approved by the SAC.

**Holiday and vacation times may differ from the University schedule.** During the clinical year, please note that students will only have vacation during the December Holiday Break.

### Classroom Behavior

Students, faculty, staff, and administration share responsibility for maintaining a professional, respectful, and productive learning environment. All members of the academic community are expected to conduct themselves with courtesy, professionalism, and mutual respect in support of effective teaching and learning. Behaviors that disrupt instruction, interfere with participation or concentration, or impede educational activities are considered inappropriate and inconsistent with professional expectations within the program.

To support a focused learning environment and protect student privacy, guests (including family members and friends), are not permitted in classrooms, seminars, clinical rotations, or other scheduled learning activities unless prior authorization has been granted by the program.

## Virtual Classroom

The same professional behavior is expected for classes meeting via remote online platforms, such as Zoom. The program will expect the same rules and norms that apply in a physical classroom (like taking notes and being prepared to participate by asking and answering questions) to be followed.

Professional courtesy dictates that video cameras must be turned on at all times. Students must be mindful of their appearance and surroundings, and position themselves facing a light source so they can be seen clearly. Microphones must be muted unless that student is speaking. Students must use the raised hand, the chat function, or the follow the instructions of the lecturer to ask a question to avoid speaking over classmates. Students must join the course in as quiet a place available and be in the classroom prior to the class start time. Other browser tabs must be closed that not required for participating in that class period. Multitasking is discouraged. The success of this form of learning depends on the same commitment brought to the physical classroom.

Faculty have the authority to identify disruptive students, instruct a disruptive student to refrain from such behavior, and require that students leave the classroom if, in the judgment of the instructor, their behavior is interfering with the learning environment.

## Standards of Conduct

Professionalism is as important as, and holds equal importance to, academic progress. Students are expected to demonstrate the legal, moral, and ethical standards required of a healthcare professional and display behavior which is consistent with these qualities. Professionalism and professional ethics are terms that signify certain scholastic, interpersonal, and behavioral expectations. The program expects nothing short of respect and professional demeanor at all times. Students enrolled in the PA program are expected to conduct themselves according to the following policies, procedures, guidelines, and expectations. Students are responsible for seeking clarification of any aspect of the conduct code about which they have questions, especially in the event of receiving written notice of conduct concerns and/or violations.

All students are required to adhere to the following additional handbooks and policies:

1. **UNE Student Handbook:** <http://www.une.edu/studentlife/handbook>
2. **Westbrook College of Health Professions Graduate Program Progression Policies:** <https://www.une.edu/sites/default/files/2026-04/Westbrook%20College%20of%20Health%20Professions%20Program%20Progression%20Policies%20.pdf>
3. **Code of Ethics for the PA Profession:** <https://www.aapa.org/download/56983/>

## Policy Nondiscrimination, Anti-Harassment, and Sexual Misconduct

The University of New England (“the University”) is committed to maintaining a fair and respectful environment for living, work, and study. To that end, and in accordance with federal and state law, and University policy, the University prohibits any member of the faculty, staff, administration, trustees, student body, vendors, volunteers, or visitors to campus, whether they are guests, patrons, independent contractors, or clients, from harassing and/or discriminating against any other member of the University community because of that person’s race, sex, sexual orientation, gender identity and/or expression, ethnicity or national origin, religion, age, creed, color, genetic information, physical or mental disability, HIV status, or status as a veteran. The University is required by Title IX of the Education Amendments of

1972, and the final Title IX regulations issued by the U.S. Department of Education's Office for Civil Rights in May 2020, not to discriminate on the basis of sex and the following policy is designed to address such discrimination. **Please refer to the UNE Student Handbook for further information and guidance regarding resources, reporting, student mistreatment and student grievances at <http://www.une.edu/studentlife/handbook>.**

### Student Employment

The program highly discourages students from having any outside employment while enrolled in the program due to the full-time nature of the curriculum. Program expectations, assignments, deadlines, and responsibilities will not be altered or adjusted to accommodate working students.

### Student Work to Benefit the PA Program

Students will not be required to perform any administrative work or instruction on behalf of the PA program. Students cannot substitute for or function as instructional faculty, clinical staff or administrative staff.

### Student Solicitation of Clinical Sites/Preceptors

Prospective and matriculated students are not required to provide or solicit clinical sites or preceptors on behalf of the program.

### Advanced Placement

The program does not offer advance placement for students with prior undergraduate, graduate or doctoral level work. Students will take all courses outlined in the program curriculum.

### Experiential Learning

The program does not give credit for prior student education or work experience. The program does not award credit for prior ACLS certification.

### Transfer Credit

The program does not accept transfer credit from other institutions.

### Deferral

A student offered admission to the PA Program is expected to attend the cohort for which they were accepted. The program does not guarantee admission beyond the original cohort that is offered. A student who is unable to start in the cohort for which they are accepted will need to notify the Program Director in writing. The student's request for deferral of admission will be considered on a case-by-case basis and is not guaranteed. Applicants not granted deferral may reapply for the following year's class.

### Needle Stick / Bodily Fluids Exposures

Students who suspect or have experienced a blood borne pathogen exposure/needlestick should follow the guidelines as set forth in [Appendix D](#). Students are required to complete the UNE training and any forms

must be sent to the PA Program and Student Health Services within 24 hours at (207) 221-4242/ Fax (203) 523-1913.

## Accident or Injury

Information regarding UNE Safety and Security are available at: <http://www.une.edu/studentlife/security>

**Didactic year:** If a student sustains any accidents or injuries during the didactic year while on campus or other activity site, the student must notify the on-site faculty IMMEDIATELY and seek medical attention, which may require a visit to the closest emergency room or an appointment with their personal healthcare provider. Educational and clinical sites are under no obligation to provide the student with free medical care. Students must notify the PA program within 24 hours of the incident and submit the *Student Accident Report form* located in [Appendix E](#) to the PA program via email (or fax from that healthcare facility) within 24 hours. Any and all expenses for the care and potential treatment are the responsibility of the student.

**Clinical Year:** If a student sustains an accident or injury at a clinical rotation site, the student must notify the preceptor or site supervisor IMMEDIATELY and seek medical attention. Students must notify the PA program within 24 hours of the incident and submit the *Student Accident Report form* located in [Appendix E](#) within 24 hours. Any and all expenses for the care and potential treatment are the responsibility of the student.

## Professional Behaviors

PA students have an ethical and legal obligation to be professional in behavior and to maintain patient privacy and confidentiality at all times. It is the expectation that students are taking on the status of professionals and should conduct their online accounts in such a manner. If not used properly, use of electronic media can sometimes result in a lack of professionalism, and too much disclosure with social media could result in a violation of patient privacy and confidentiality.

- a) Postings within social media sites are subject to the same professionalism standards as any other personal interactions.
- b) The permanence and written nature of these postings make them even more subject to scrutiny than most other forms of communication.
- c) Students may be subject to disciplinary actions within the school for comments or postings that are either unprofessional or violate patient privacy.
- d) Interactions with patients within social media sites is strongly discouraged. This provides an opportunity for a dual relationship, which can be damaging to the provider-patient relationship and can also carry legal consequences.
- e) It is recommended that students do not connect with current faculty/staff, preceptors, or clinic/hospital staff on social media.
  - a. The exception would be LinkedIn, which is considered a business and employment-focused social media platform which is acceptable for connecting to current/former professors and current/former rotation site preceptors/personnel.
- f) Patients should not be connected on social media platforms.
- g) The legality of posting questionable comments, pictures, or video on social media does not exempt you from school or medical facility policies. You are still held accountable for unacceptable and unprofessional social media choices via your reputation as a professional, even if the post itself is not illegal on a federal, state, or local level.

## Confidentiality

Medical advice is not to be given on social media while you are a student as you are not licensed/certified to practice medicine. Furthermore, commenting on cases on social media is discouraged as you have not seen/examined this patient and are not a licensed/certified medical professional.

- a) HIPAA regulations apply to comments made on social networking sites, and violators are subject to the same prosecution as with other HIPAA violations.
- b) Online discussions of specific patients shall be avoided, even if all identifying information is excluded. It is possible that someone could recognize the patient to which you are referring based upon the context.
- c) Under no circumstances should photos of patients, exam rooms, dictations areas, or other areas containing protected patient information shall be photographed or uploaded.
- d) Do not post pictures of patients, families, or any procedures on social media.
- e) Private patient information obtained on a social networking site should not be entered in the patient's medical record.
- f) Refrain from accessing personal social networking sites while in clinical work areas.

## Privacy

- a) Due to continuous changes in these sites, it is advisable to closely monitor the privacy settings of your social network accounts to optimize their privacy and security.
- b) It is advisable that you set your privacy profile so that only those people whom you provide access may see your personal information and photos.
- c) Avoid sharing identification numbers on your personal profile. These would include address, telephone numbers, social security, passport numbers or driver's license numbers, birth date, or any other data that could be used to obtain your personal records.
- d) Others may post photos of you and may "tag" you in them. It is your responsibility to make sure that these photos are appropriate and are not embarrassing or professionally compromising. It is wise to "untag" yourself from any photos as a general rule, and to refrain from tagging others unless you have explicit permission from them to do so.
- e) Maintain the privacy of colleagues and other UNE students or clinical affiliate hospital employees when referring to them in a professional capacity unless they have given their permission for their name or likeness to be used.
- f) Make sure that you differentiate medical opinions from medical facts.
- g) Social media policies at clinical sites and future employers may differ from PA policies.
- h) Social media postings are available not only now to clinical sites and employers, but also what is posted now will all be accessible to them in the future. Do not expect that simply deleting a post or hiding it permanently removes it from the web.

Please refer to: [Appendix F](#) on Professional Conduct in Virtual Learning Environments

The following guidelines minimize the risks associated with social media:

- Students must not share, post, or otherwise transmit any patient-related information, including images, unless there is a legitimate reason to do so or a patient care related need to disclose information.
- Limiting access to postings, through privacy settings is not sufficient to protect yourself professionally or to protect a patient's privacy.

- Students should never refer to faculty, staff, patients, co-workers, healthcare agencies, or their staff in a derogatory or disparaging manner.
- No photos or videos of people or patients should be taken on a personal device, including cell phones without written consent. Even if a picture is posted to a “limited” viewing social media site such as Snapchat, its disappearance from a user feed does not mean the image is removed from the internet all together. There is still an online record.
- When representing yourself as part of UNE or a medical professional, do not take or share a photo of anyone without the written consent of the person or, when relevant, their parent/guardian.
- Students should always maintain appropriate professional boundaries with colleagues and patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship and should be avoided.
- If in doubt, the student should consult the faculty for guidance about the appropriate use of electronic media.
- Inappropriate or unprofessional use of electronic communication or social media may result in disciplinary action by the PA Program. Students may also be held personally accountable for online content or postings that violate professional, ethical, legal, or privacy standards, including applicable HIPAA regulations.
- Refrain from using foul language and hate speech on social media. Hate speech will not be tolerated by the program and if found, will lead to an SDC referral for review of proper professional conduct.
- When posting on social media, be sure to make clear in the post that it is your personal opinion, not that of the PA Program or institution to which you belong.
- Do not post any official communication from the PA Program or medical facilities to social media without written consent from UNE Communications Office, PA program, or the appropriate department of the medical facility.
- Before you post, ask yourself the following: Could this post violate HIPAA, patient trust, employer trust, my future professional self, or that of my fellow students? If so, then do not post.
- Social Media accounts should not be accessed and used while in class or lab, or during clinical rotations. Be respectful of the faculty or visitor providing you your education by giving them your attention while in class.
- Email can be considered here as a form of social media. Once you send an email, it can be shared by anyone who receives it. Anyone who receives it as a forward can also share it.

*Adapted from: UNE College of Medicine Social Media Policy Guidelines*

### [UNE and PA program logos](#)

UNE logos may not be used without the written consent of the UNE Office of Communications. PA Program logos may not be used without the consent of the PA Program.

### [Housing and Transportation](#)

Students are responsible for securing and paying for their own housing during their education. Students must plan ahead to ensure they have housing in time for the start of all clinical rotations. Failure to secure housing may result in forfeit or removal from that rotation block, which then will have to be rescheduled at the end of the clinical year potentially delaying graduation. The program does have an unofficial housing list available for students during their second year while on rotations, see PA program for more information. Note that this list is not vetted by the program or University and we do not assume responsibility for the safety of these accommodations. Students must also have reliable transportation

during both the didactic and clinical years. Lack of a functioning vehicle is not an acceptable excuse for missing a class or a clinical assignment.

### Travel

Students must live in close enough proximity to be able to travel with reliable transportation daily to and from campus, to and from clinical experiences outside of the classroom, and to and from their assigned clinical rotations. Long commutes (over 45 minutes) will cut into study time and likely will negatively impact progress in the program. It is wise to consider “near home” commitments such as the care of loved ones, pets, medical needs, or other commitments that students may have while choosing a housing location. **All students will be assigned to rural and underserved clinical rotation areas** which will require travel and accommodations outside of the Portland area and to areas outside of Maine and possibly New England.

### Course and Lecturer Evaluation Forms

Students are required to complete the PA Program, UNE, and WCHP course and instructor evaluations at the end of each semester. Students are required to complete program module and instructional faculty evaluations as well. This information is extremely valuable when decisions are made about course content and structure.

### Program Meetings

All program meetings are considered mandatory, unless otherwise stated by the program. Student meetings with faculty are confidential thus students are not allowed to bring parents, friends, or legal representatives to program related meetings unless there are specific accommodations by the SAC. Meetings may not be recorded in any manner by the student. This includes but not limited to Advisor meetings, SDC meetings, on campus or virtual meetings, and meetings with the Program Director.

## SECTION V: ACADEMIC PERFORMANCE & PROGRESSION

### Program Progression and Graduation Requirements

Successful academic preparation for physician assistant practice requires development of a broad range of knowledge, skills and attitudes needed to manage diseases across the spectrum of organ systems and pathologies. Physician assistants are held to a high standard of competency by the profession, state medical boards, institutional credentialing bodies, the legal system and the public. The PA Program strives to prepare students to be academically and professionally prepared for successful entry into PA practice. In order to achieve this, the UNE PA Program has identified the following criteria for academic progression through the didactic and clinical years to graduation and clinical practice:

- Satisfactorily completion of all didactic and clinical courses with a minimum GPA of 2.5 (C+) on a 4.0 scale.
- Successfully complete the PA program Summative evaluation
- Achievement of PA program competencies
- Comply with MSPA standards of conduct and guidelines for professional and ethical conduct.
- Meet all UNE and WCHP Graduate student requirements for graduation.
- Completion of the MSPA degree is required for eligibility to take the Physician Assistant National Certifying Examination (PANCE).

### **Definitions**

Minimum GPA for progression through the program and graduation: 2.5 on a 4.0 scale

Minimum passing grade for any assessment or course: C/74%. Final grades are truncated to whole numbers. No rounding is applied.

### Grade scale:

Letter Grade	Weighted Percentage	GPA
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.50
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.50
C	74-76%	2.00

**Passing in PA Program is 74% “C” or higher**

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70 – 73	C-	1.75
64 – 69	D	1.00
<64	F	0.00

Remediation - Minimum Competency Review: The means by which a student may demonstrate mastery of course content in order to continue progression through the program.

Academic warning: A program-specific status that provides early intervention surrounding academic progress through structured meetings with a student's advisor to determine an action plan for enhancing a student's professional and/or didactic progress. This may involve referral to the Student Development Committee (SDC), the Student Academic Success Center, tutoring, or other interventions. Academic warning is not reportable to credentialing and/or state licensing bodies.

Academic probation: A status designated for students who are unable to meet academic standards of the PA program and/or the PA profession despite early intervention and academic warning. PA program academic probation is a status that is reportable to credentialing and/or state licensure bodies and will appear on student transcripts. Academic probation status is always accompanied by a referral to the Student Development Committee. Academic probation should be regarded by the student as a serious indication to make aggressive modifications to their behaviors and/or academic strategies to maintain their academic standing in the program. Once initiated, academic probation remains in place for 90 calendar days and is contingent upon successful completion of all recommendations made by the Program Director.

Deceleration: Deceleration is a pathway for students to be able to complete requirements of the PA program in greater than the usual 24-months. The student will leave their entering cohort and will join the following cohort while remaining matriculated in the program. Deceleration may include a program approved leave of absence or provide additional time for remediation activities, if applicable, and to prepare for areas in which they previously experienced difficulty. The program does not decelerate students for continued unsatisfactory academic performance or violation of professional standards.

**Deceleration will only be offered once in the program. Students must graduate within 36 months of entering the program.**

Leave of Absence. This is a voluntary deceleration process initiated by the student for reasons such as personal, family, or health that will impact successful progress through the curriculum. A student in good academic and professional standing may request a leave of absence from the PA program.

Delay of Graduation: A pathway during the clinical year, allowing the student to complete time away from rotations while graduating with their entering cohort.

### Academic Progression in the Didactic Year

Students must maintain a minimum GPA of 2.5 throughout program matriculation.

Attainment of adequate knowledge and skills to progress through the didactic curriculum to clinical year will be assessed through a combination of end of module multiple choice examinations, lab practicals, and other graded assessments as delineated by each course coordinator.

Any student attaining <74% on any primary assessment must contact both the course coordinator and their advisor to determine steps for a Minimum Competency Review (MCR) within 24 hours. If a student scoring <70% on a primary assessment successfully completes their MCR with a grade >74%, they may increase their grade to no higher than 70%. Any grades higher than 70% will stand.

Achievement of <74% on primary assessments will influence interventions and academic status as below:

1. The first incidence of <74% achievement on a primary assessment will result in intervention by the student's academic advisor and the course coordinator with remediation/MCR arranged per policy below.
2. A second score of <74% on a primary assessment result in **Academic Warning** and referral to the SDC in addition to remediation/MCR.
3. A third score of <74% on a primary assessment.
  1. **Academic Probation** and SDC referral if in the **first (summer)** didactic semester.
  2. SDC referral if in the second or third didactic semesters.
  3. Recommendations of the SDC will be reviewed by the Program Director, who will issue a letter to the student with recommendations and stipulations for progression in the program.
4. A fourth score of <74% on a primary assessment will result in action as follows:
  1. If occurring in the **first (summer)** didactic semester, the student will be **dismissed** from the program.
  2. If occurring in the **second or third** didactic semesters, the student will be placed on **Academic Probation** and referred to the SDC.
5. A fifth score of <74% on a primary assessment result in referral to the SDC and may result in dismissal from the program.
6. A sixth score of <74% on a primary assessment result in dismissal from the program.
7. If a student decelerates, prior exam failures do not carry forward when they begin matriculation with the new cohort.

For additional information regarding student support and success, refer to the Student Success Policy below.

### Remediation - Minimum Competency Reviews (MCRs)

Students who receive a grade of <74% on a primary assessment are required to meet with the course coordinator and identify areas of weakness in content knowledge, test taking skills, and/or study approach and develop a remediation plan. The purpose of remediation is to ensure that the student has sufficient comprehension of the material in order to progress forward in the course.

The remediation/MCR process may involve a written assignment, oral exam, or other assessment the course instructor chooses that allows the student the opportunity to demonstrate proficiency.

It is the student's responsibility to contact the course coordinator within 24 hours of receipt of a failing assessment grade. Remediation will require the student to demonstrate competency in areas of deficiency.

Unsatisfactory completion of a remediation/MCR may result in SDC referral.

### Course Failures

Since the program curriculum builds upon prior knowledge, students who are unable to keep pace academically resulting in course failure(s) may be given the opportunity to remediate the failed course(s). Course failure requires the student's academic progress to be reviewed by the Student Development Committee. Recommendations for remediation will be outlined for the individual student with the goal of addressing student deficiencies and needs, so that the student may be successful at the second attempt of passing the course(s).

A final course grade of <74% will result in mandatory deceleration or program dismissal. A student achieving <74% in one course during the didactic year will have the opportunity to decelerate and repeat

the course the next time the course is offered. The decelerating student will join the next matriculating cohort.

In the clinical year, a student must repeat a failed rotation at a later date, which will delay graduation. Students are responsible for all costs involved with having to repeat a rotation, including tuition, fees, travel, housing. Students who are unable to successfully complete course requirements after a second attempt will be dismissed from the program.

### Academic Progression in the Clinical Year

Students must earn a 74% or greater in the final course grade and successfully achieve the course outcomes to pass the course.

### Remediation in the Clinical Year

Academic progression in the clinical year is dependent on successful completion of assessments as detailed below. Additional information may be found in the clinical year handbook.

**End of Rotation Exam:** Students who score below 74% on an End of Rotation (EOR) exam, are required to remediate and retake the exam. Remediation is accomplished by completing a review exercise developed by the clinical team covering content area with a score below 74%. Once this exercise is completed and reviewed by the clinical faculty, the student will then take an alternative exam in the same discipline. This will be completed before the end of the next rotation following the exam failure. This second exam must be passed with a score of 74% or higher. A failure of the remediation exam will result in an automatic referral to the Student Development Committee (SDC). Two EOR exam failures constitutes a course failure and will result in referral to SDC, and may include dismissal from the program.

**Clinical Written Assignment:** Upon failure of the Current topic paper, the student will be required to revise and resubmit the paper by the end of the rotation. Upon failure of a Clinical Note, the remediation will consist of writing an additional note of the same type to be submitted by the end of the rotation. Failure of more than 2 written assignments will result in a meeting with clinical faculty and a possible referral to SDC.

### Student Success

The PA program is dedicated to student success. Possible interventions, supporting student success, that may be recommended by the student's academic advisor and enhance remediation include but are not limited to:

1. Course director and faculty advisor support. Course faculty are usually the first to recognize a student's struggle. When this is noted by poor exam performance, the instructor and the student's faculty advisor, will work with the student to identify areas of struggle and develop a plan for content proficiency. Faculty may suggest additional reading and independent study on the topics identified as academic deficiencies.
2. Referral to Student Academic Success Center (SASC): <https://www.une.edu/SASC> . The staff of the SASC may be involved in remediation plans and their recommendations may be incorporated in order to enhance achievement of the stated goals. These services are available to all students regardless of academic status or remediation.

3. The University offers a free tutorial assistance through Portland Campus SASC to all students in need of remediation and/or intervention. These services are also available to all students regardless of academic standing or remediation. Students are highly encouraged to use these services at any time they deem them necessary.
4. Counseling services are offered to all students at UNE. The Student Counseling Center supports students in areas of mental and emotional health. Contact information can be found by following this link <https://www.une.edu/student-affairs/student-counseling-center>.
5. Referral to UNE Student Health Services or the student's personal medical provider to address physical health concerns contributory to academic performance.

## Student Development Committee

The Student Development Committee is charged with review of student performance in order to assess whether a student can progress in a program, make a recommendation of student status and make recommendations to the Program Director for action when a student has failed to maintain academic and professional behavior standards, whether in class, clinical setting, or community. The SDC makes recommendations to the Program Director concerning a student's academic and or professionalism standing, making stipulations for completing academic warning and academic probation statuses, and working with the Program Director to alert students to any and all progress issues that may affect their graduation. The committee considers efforts of faculty members, course directors, and university academic student support centers involved in the professional and academic success of its students. Faculty may request a meeting with the SDC at any time for guidance regarding student remediation and/or issues of student progress in the program for any of the following:

- Academic performance
- Professional misconduct

A student may also request a meeting with the SDC for support at any time if they feel they are at risk of unsatisfactory completion of PA program competencies. They should coordinate this through their academic advisor.

More information about the Student Development Committee can be found at this link:

<https://www.une.edu/sites/default/files/2026-04/Westbrook%20College%20of%20Health%20Professions%20Program%20Progression%20Policies%20.pdf>

## Program Dismissal

Program dismissal may be considered when a student is unable to meet the academic, professional, or technical standards required for progression in the PA program and for safe, effective practice as a physician assistant. Criteria for program dismissal include the following:

1. A GPA less than 2.5 for any semester of the program, or for the program overall;
2. A grade of C for 3 or more courses;
3. A grade of C- (C minus) or below for 2 or more courses.
4. Inability to complete a required course within two attempts;
5. Egregious or recurrent instances of unprofessional conduct as determined by SDC recommendation and Program Director discretion;
6. Students attest to their ability to perform all of the criteria within the Program's "Technical Standards" document with or without reasonable accommodations. If it becomes apparent to PA

faculty and staff that the student cannot perform components of the Technical Standards with reasonable accommodations; or the accommodations are not reasonable and would put an undue hardship on the university; or that the performance of these functions would significantly increase the risk the harm or jeopardize the safety of others, the program may dismiss the student from the program.

## Extenuating Circumstances

The policy on extenuating circumstances allows for situations that do not allow a student to safely or reasonably complete the requirements of the program in the usual time allotted. It is not a pathway for leniency or special dispensation for students who are failing to meet PA program academic requirements. Students with qualifying extenuating circumstances are not exempted from PA program requirements, but are allowed to remediate in order to develop/demonstrate competency in deficient content areas in lieu of academic probation or dismissal. The presence of an extenuating circumstance does not afford additional attempts at remediation/MCR for a failed assessment. This policy covers the following situations:

-A temporary medical or mental health condition which prevents the student from safely being able to achieve requirements of the PA program. Students are not required to disclose details of their health condition, but must present a written documentation from a licensed medical and/or mental health provider. In addition, the student must submit approved medical clearance documentation, including approval of the UNE medical director, attesting to the student's ability to safely meet the technical standards of the program before resuming participation in PA program activities. In accordance with the policy on attendance, a medical leave of absence may be recommended for students who need to be away from the program for more than five consecutive class days.

-A natural or manmade disaster situation directly impacting the student which affects safety and/or well-being while participating in the program. Supporting documentation (i.e. scene photographs) will be required.

-Death of a first degree relative (grandparent, parent, spouse/partner, step-parent, sibling or child) with supporting documentation.

-Any situation covered by Title IX

-Students who have failed multiple assessments in a single day may petition the Student Development Committee for consideration for an extenuating circumstance. This petition must be discussed with and cosigned by the student's academic advisor. Final determination of an extenuating circumstance exemption for multiple assessment failures in a single day rests with the program director.

## Program Withdrawal

Students wishing to withdraw for any circumstance must complete the required University withdrawal form. Students are encouraged to review the UNE policies for withdrawals, dates, and the consequences of the timing of the withdrawal submission. Official withdrawal also requires approval by the Program Director and University Registrar.

This form is available at:

<https://www.une.edu/sites/default/files/202010/University%20Withdrawal%20and%20LOA%20Request%201-18-18%20BGB%20FINAL%20Edits%20Fillable.pdf>

## Leave of Absence

Leave of Absence (LOA): Students requesting a leave of absence are encouraged to begin the process with a discussion with their Academic Advisor. If a decision is made to proceed, the appropriate LOA form is completed by the student and submitted to the Program Director, who has final approval. Leaves of absence can be requested for academic, medical, or other personal reasons, and are granted for a period not to exceed one year. **If a student qualifies for a leave of absence, they must complete the entire program within three years (36 months) of initial matriculation.**

If the student returns from a LOA, the student should expect to participate in the courses already taken and passed in order to stay current in the PA curriculum in support of their academic success for progression in the program. Those semesters/courses that have not been successfully completed must be fully repeated by the student. Students are responsible for all costs incurred with a LOA, including tuition and fees.

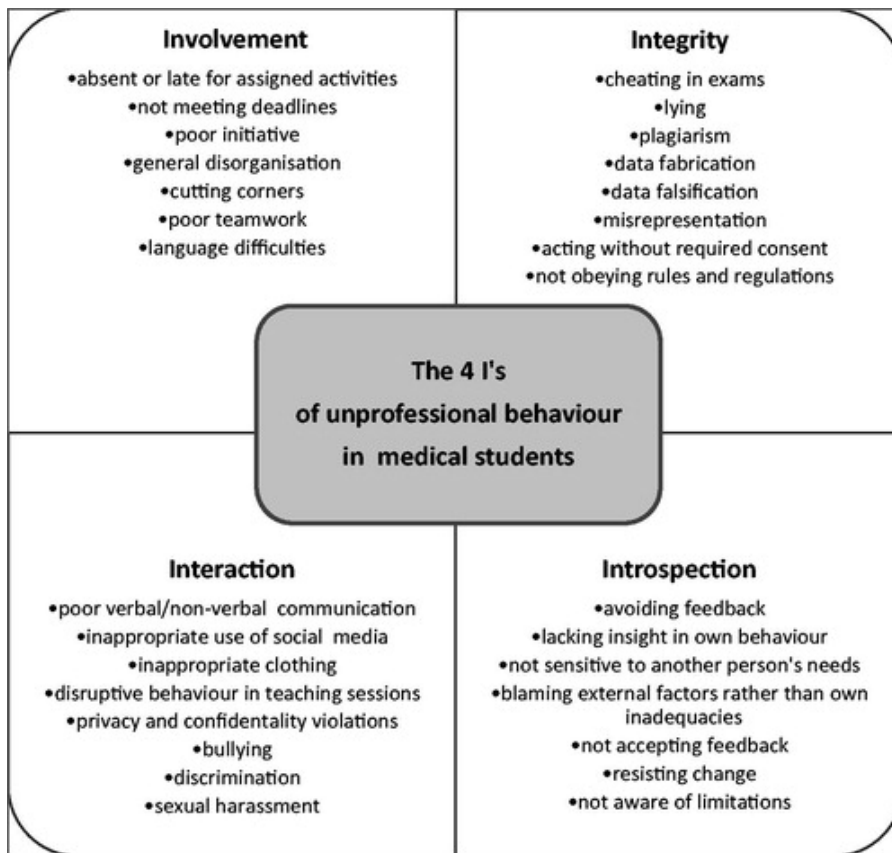
## Professionalism Policy

### Background:

When physician assistant students embark upon the journey to become health care professionals, they must demonstrate the personal and professional integrity necessary to maintain the fundamental trust that society places on respected individuals of the Physician Assistant profession. The PA program fully expects students to demonstrate the interpersonal skills, professional comportment, ethical obligation, and positive attitudes necessary to function in a manner that is consistent with professional practice. Professional attitudes and conduct are expected of the student starting day one of the program.

Professionalism is as important as, and holds equal importance to, academic progress. Students are expected to demonstrate the legal, moral, and ethical standards required of a healthcare professional and display behavior which is consistent with these qualities. Professionalism and professional ethics are terms that signify certain scholastic, interpersonal, and behavioral expectations. The program expects nothing short of respect and professional demeanor at all times.

Below is an illustration delineating common unprofessional behaviors that may be noted and documented. This list is meant to provide examples of common unprofessional conduct observed in health profession students. It is not exhaustive of the conduct that may be observed and documented.



Mak-van der Vossen, M., Teherani, A., van Mook, W., Croiset, G., & Kusurkar, R. A. (2020). How to identify, address and report students' unprofessional behaviour in medical school. *Medical Teacher*, 42(4), 372–379. <https://doi.org/10.1080/0142159X.2019.1692130>

## **Purpose:**

To prepare UNE PA students to demonstrate the professional conduct expected and required of professional practice in medicine.

## **Policy**

Students will be evaluated on professionalism throughout both the didactic and clinical phases of the PA curriculum/program. Regular evaluation includes observation of student behaviors when engaged in program activities, during the regularly scheduled time on campus, at a clinical site, or on a video conference platform. **Professional conduct will be reviewed and documented at each regularly scheduled advisor meeting.** Infractions of professionalism may be noted by faculty and staff in or out of the classroom. Infractions may also be noted by preceptors and clinical staff at rotations sites.

Furthermore, infractions may be noted by intellectual dishonesty, lack of academic integrity, improper use of social media, any violations of HIPAA standards and violations of state or federal statutes governing PA practice. When infractions of professionalism take place, attempts to remediate the student will be approached. In cases of egregious professionalism violations, such as those compromising safety and well-being, the program reserves the right to proceed immediately to more severe disciplinary actions. Each infraction will be managed on a case-by-case basis.

For infractions qualifying for remediation, the goal of remediation is student success. Student remediation may include, but is not limited to, additional assignments to better understand professional behaviors, assigned course(s) on professional behaviors, student meetings to discuss ways to improve on unprofessional or irresponsible behaviors. If there are repeated or more serious infractions of the professionalism policy, as determined by the SDC and Program Director on a case by case basis, course of action will be made based on the nature of the infraction or the repeated infraction of conduct or behavior. Outcomes could include, but are not limited to failure of an assignment, failure of a course or clinical rotation, professionalism warning, professionalism probation, or dismissal from the PA program. Please refer to the link below for the WCHP policies on Professionalism.

<https://www.une.edu/sites/default/files/2026-04/Westbrook%20College%20of%20Health%20Professions%20Program%20Progression%20Policies%20.pdf>

## **Procedure:**

When infractions of professionalism take place, the student will be informed and the observed conduct will be noted in writing by faculty and/or staff. Depending on the severity of the infraction one of the three pathways may be pursued:

1. Instructor and or advisor remediates student conduct and documents intervention
2. Student is sent to SDC for further evaluation and intervention(s)
3. Activation of Campus security or law enforcement involvement
  - Infractions that threaten the safety and/or well-being of the public, students or the program proceed automatically to pathway #3. This level of infraction will most likely result in dismissal from the program.

Unprofessional conduct that compromises patient safety, or the reputation of the PA program will be referred directly to the SDC. In clinical year, the PA program reserves the right to remove the student from the clinical site during the adjudication process.

## Academic Integrity Policy

The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contributions of others. It is the responsibility of all members of the university community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable.

Charges of academic dishonesty will be reviewed by the dean of the appropriate College and, if upheld, will result at minimum in a failing grade on the assignment and a maximum of dismissal from the University of New England. Academic dishonesty includes, but is not limited to the following:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Actions that destroy or alter the work of another student.
4. Multiple submissions of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism: the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own.
6. Refer to all individual course syllabi, PA Program Student Handbook, and WCHP policies in regards to the use and approach to artificial intelligence (AI).

*Adapted from: UNE WCHP Graduate/Professional Program Progression Policies*

It should be noted that this would also include any social media or online postings of completed assignments, assessments (includes quiz and exam questions), or IS/OSCE cases to social media, Google drives, and/or other avenue that can disseminate this information to other students (former and/or current) and/or the general public.

If a student is found to have violated academic integrity, they will receive a zero on the assignment (if one is associated) and the student will automatically be placed on Academic Probation. The same process for Academic Probation will be followed as outlined above. If the student violates academic integrity again while on Academic Probation, they will be dismissed from the program. Furthermore, if a student is on Academic probation due to a violation of academic integrity, any one professionalism concern (verified by SDC) may lead to dismissal from the program.

For more information on Academic Integrity, please see the current UNE WCHP Graduate/Professional Program Progression Policies and the UNE Student Handbook.

## Submission of Assignments

Meeting deadlines is a professional responsibility. Late submissions will receive a zero in the didactic year; however, the assignment must still be satisfactorily completed and submitted. Students must successfully complete all coursework and exams in order to progress forward in the program.

Late submissions in the clinical year will receive 15% reduction in grade for every day that the assignment is late. Failure to submit the assignment within 7 days of the due date will result in a zero for the assignment but must still be submitted in order to complete the course requirements. Failure to submit an assignment will result in points deducted from the participation and professionalism grade. Requests

for a deadline extension due to extenuating circumstances must be submitted to the Director of Clinical Education prior to the submission due date and will be considered on a case-by-case basis.

In case of technical difficulty submitting assignments, email your instructor **prior to the deadline** with a copy of your assignment attached. In cases of a personal emergency, the student must contact the course coordinator **prior to** the assignment deadline for consideration of a late submission. Faculty may not respond after hours to the request; however, they will address it upon the next business day if able.

Written assignments must have references cited in American Medical Association (AMA) format unless otherwise specified by the course instructor. Word documents are required submission types, not Pages documents or pdfs, unless otherwise specified.

### Missing Assessments (Examinations)

Assessments include all graded activities including course exams, objective structured clinical examinations (OSCEs), lab practicals, or other highly weighted graded assessment (excluding quizzes). If a student misses a scheduled assessment due to an emergency or unanticipated absence during the didactic year, the student must contact the Academic Coordinator **and** course coordinator in advance to request a rescheduled assessment. The student must also complete a Student Time Away Request form. Failure to do so will result in a grade of zero for the assessment (unless there is a significant extenuating circumstance) and the student may be referred to the Student Development Committee. Students calling out on assessment day for medical reasons may need medical clearance from a medical provider to miss the assessment and return to class.

Unless determined to be an emergency or unanticipated absence as outlined above, students who arrive late or are not in attendance for a scheduled assessment, laboratory practical, or other examination requirements will neither be granted additional time to complete the assessment nor will they be allowed to reschedule that assessment.

### Reviewing Examinations

To assist in student remediation, areas of weakness (in ExamSoft Strengths and Opportunities reports) will be given to the student for further study. The Student Academic Success Center (SASC) may do a supervised exam review with the student if SASC staff/tutors feels it is needed and has consulted with the course instructor.

### Question Clarification Forms and Examination Grade Changes

Question Clarification Forms (QCFs) serve to make the course instructor aware of questions requiring further clarification. QCFs will be filled out only during the exam and given to the course instructor for review. Exam questions may or may not be modified with this input. Faculty review may lead to the exam question(s) being modified to allow for more than one answer choice accepted or removal of the question from the exam, at the discretion of the course instructor. There will also be no changes in exam grades once finalized by the instructor and released on Brightspace. Exam question challenges or debates for grade changes are not allowed.

## Grading

The PA program utilizes a letter grade system for grading. Primary assessments in a course must be completed with a 74% or above for passing. Completion of every course and clinical rotation with a minimum grade of 74 percent is necessary to progress through the program. However, **a course grade of a “C” will only be allowed for a maximum of 2 (two) courses throughout the PA curriculum.** Students receiving a third final course grade of a “C” (74-76%) will be considered unsuccessful in meeting academic standards, regardless of GPA, and will be dismissed from the Physician Assistant Program. Some courses have additional requirements for passing, listed in their individual syllabi. The program does not round course grades up.

### Grading Scale

<b>A</b>	94-100	<b>B-</b>	80-83	<b>D</b>	64-69
<b>A-</b>	90-93	<b>C+</b>	77-79	<b>F</b>	< 64
<b>B+</b>	87-89	<b>C</b>	74-76 <u>Passing</u>		
<b>B</b>	84-86	<b>C-</b>	70-73 <u>Failing</u>		

*Note: Fractional numeric final course grades are not rounded up.*

## Course Attendance

### Background

The PA program is an on ground educational experience. Students are expected to be present and prepared for all scheduled classes, labs, and other program activities. Students are expected to be actively engaged as evidenced by critical thinking and meaningful participation. There are times when circumstances dictate that courses, lectures, and exams may need to be moved on short notice. The learning platform may be in person, virtual or hybrid, and requests for changes based on convenience will not be entertained.

### Policy

While it is the policy of the program that students attend all classes, labs, rotations, and other program related functions, the program understands students may have circumstances which might keep them from classes, rotations, or program activities.

Students are expected NOT to take time off unless the time period falls over the program defined holiday schedule or breaks. Scheduled medical or personal appointments are to be scheduled around the class and rotations schedules as much as possible

### Procedure

Any student requesting time away for an expected/anticipated event must complete and submit the Student Time Away Request form [APPENDIX G](#) and submit it to the Academic Coordinator during the Didactic Year or Director of Clinical Education during the clinical year **prior to** the foreseen absence. These requests will be reviewed and a response will be issued within 2 business days of receipt.

Student must submit request for time away at least 3 business days in advance of the anticipated absence.

For **unexpected events** such as illness, injury, or tragedy, time away will be reviewed on an individual basis and in correlation with the demands of the program. The student should also fill out a Time Away Request and submit as outlined above. If the time away requested is greater than two days, supporting documentation may be required

Due to the rigorous demands of the program, time away in excess of 5 (five) consecutive class/rotation days may not be granted, and a Leave of Absence may be recommended. A Leave of Absence taken in the didactic year will require the student to decelerate to the next year, re-enrolling with the new matriculating class. During the clinical year, a Leave of Absence may result in a delay of graduation process, delaying the student's ability to graduate and complete program requirements on time.

For approved time away requests, students are responsible for all material missed including examinations, quizzes, and any in-class activities/assignments. If a student will be missing an examination within an approved absence, they are required to take that exam immediately upon their designated return to campus. The make-up exam may be in a different format than the original exam.

During clinical rotations, any hours missed for an approved absence are expected to be incorporated into the remaining weeks left in the rotation, if possible, as approved by the preceptor/site coordinator.

**Clinical year students must communicate any absence(s) with both the Director of Clinical Education AND the preceptor/clinical site.**

### Academic Grievances

If a student does not understand the reason for a grade or sanction, it is the student's responsibility to consult the instructor. If after such consultation the student does not agree with the instructor's decision, the student may initiate an official academic appeal. The Academic Complaint/Appeal process can be found in the UNE, Division of Student Affairs, Student Handbook <https://www.une.edu/student-affairs/student-conduct/student-handbook>.

### Appeals, Grievances, and Complaints Other Than Academic Progression

Per the WCHP policies, occasionally, a student may have a grievance or issue other than academic performance or professional conduct. A student grievance with a faculty member should be addressed first directly with the faculty member. If a student is not satisfied following this step, the student may request a review by contacting the program director. A student or class representative may bring grievance or complaint about programmatic issues to a faculty member or the program director. If this does not successfully resolve the concern, a single student or a group of students may bring their complaint or grievance to the College Dean or other relevant administrative unit as per the guidelines in the UNE Student Handbook: <https://www.une.edu/student-affairs/student-conduct/student-handbook>

## SECTION VI: STUDENT SUPPORT SERVICES

### Faculty Advisors

All students are assigned a faculty advisor. The role of the faculty advisor is to provide academic advising relative to a student's academic progress and success in the program. In addition to regularly scheduled meetings, students are encouraged to meet with their advisor more frequently if they are having academic and/or personal challenges that may impact their performance in the program.

### UNE Student Health Services

UNE Student Health Services offers health centers on both our Biddeford and Portland campuses. The clinics are staffed with highly qualified practitioners and support staff to provide complete services compatible with primary care offices. <https://www.une.edu/studentlife/shc>

**Office:** Portland campus; Linnell Hall, lower level

**Phone:** (207) 221-4242 or stop by. Same-day walk-in appointments are not guaranteed.

**For after-hours healthcare advice, please call 1-866-847-5338. For an Emergency, call 366 for UNE Security or 911 for EMS.**

### Counseling Services on Portland Campus

The Student Counseling Center at UNE provides a variety of services designed to support the psychological and emotional health of the student populations. Services are offered at no cost to UNE students. Sessions are scheduled by appointment, or in response to emergencies and crises.

In keeping with UNE's focus on health promotion and maintenance, services such as workshops, special issues groups, informational sessions, developmental programming, and consultation are designed to address the on-going needs of UNE's population. The PA Program encourages students to take full advantage of their services. <https://www.une.edu/studentlife/counseling>

**Office:** Lower Level, Linnell Hall, Portland Campus

**Phone:** (207) 221-4550

### Student Academic Success Center (SASC)

The Student Academic Success Center (SASC), a department within Student Support Services, provides a comprehensive array of academic support services including placement testing, courses, workshops, tutoring, and individual consultations. The mission of SASC is to assist matriculated students in becoming independent learners, so that they are able to meet the University's academic standards and attain their personal educational goals.

To make an appointment for tutoring or any of their services go to [une.tutortrac.com](http://une.tutortrac.com) or visit the SASC website at <https://www.une.edu/SASC>

**Office:** Procter Center, First Floor Procter Hall on the Portland Campus

**Phone:** (207) 221-4247

## [Student Access Center \(SAC\)](#)

The Student Access Center (SAC) works to ensure that the University promotes respect for individual differences and that no person who meets the academic and technical standards needed for admission and continued enrollment at UNE is denied benefits or subjected to discrimination due to a disability. Toward this end, and in conjunction with federal and state laws, the University provides reasonable accommodations for qualified students. Any student eligible for and needing academic adjustments or accommodations because of a disability must register with SAC before accommodation requests can be granted. <http://www.une.edu/student-access-center>

Our work to provide adjustments or accommodations for you is an ongoing collaborative process that involves continued communication, reassessment, and modification. As a student with a disability, you can self-disclose your disability at the time of your application to UNE, or at any point while you are enrolled at the University. If you are a matriculating student requesting accommodations or services, please contact SAC prior to Orientation. As the first exams begin within two weeks of the start of the summer semester, students should contact SAC prior to arrival on campus as to facilitate appropriate accommodations being in place for those first exams. For ease of PA program provision of approved accommodations or services, SAC approved documentation should be presented to your instructors at the beginning of the semester.

Requests surrounding accommodations for travel and clinical rotation assignments should be made to SAC <http://www.une.edu/student-access-center> or the Title IX Office <https://www.une.edu/title-ix-civil-rights-compliance>. **The program will then be notified by those offices and accommodations will be honored, if feasible.**

**SAC on the Portland** campus is located in the lower level of Linnell Hall and may be reached by calling (207) 221-4418.

## [Title IX Office and Resources](#)

The Title IX team receives specialized training to respond to questions, incidents, and concerns that you may have related to Title IX and sexual misconduct. View [our team and our training](#) to contact a member if you have any questions or to view the training they have received. Please contact any of the team members for information on this site, UNE's policies and procedures, or if you would like to discuss a concern. <https://www.une.edu/title-ix-civil-rights-compliance>

- UNE Discrimination and Harassment Policy: The PA program requires that all matriculating students abide by the UNE Policies as defined in the UNE Student Handbook. These are available on the UNE website at: <https://www.une.edu/studentlife/handbook>.
- The University policy on Discrimination and Harassment is available at: <https://www.une.edu/sites/default/files/Title%20IX%20Anti-Discrimination%20Policy.pdf>

## Student Safety

The PA program documents appropriate security and personal safety measures for students and faculty at all locations where instruction occurs. Students and faculty must be aware of their surroundings at all times. The UNE Office of Safety and Security are responsible for security on all UNE campuses. Students and faculty must familiarize themselves with the safety procedures at all clinical affiliate locations.

<https://www.une.edu/student-life/campus-safety>

<https://www.une.edu/studentlife/security>

**In the event of an emergency, contact UNE security officers and/or call 911 immediately for further assistance.**

**UNE Campus Emergency Phone Number: 366**

**Non-emergency Phone Number: 2298**

**Off campus: (207) 283-0176**

If a student or faculty feels unsafe, address personal safety first such as moving to a safe location, call security/public safety/police. When safe to do so, report any safety issues, events, or concerns to the Program preferably by phone. The student should also notify the preceptor and/or clinical site personnel, as they can be of assistance in addressing safety and security concerns.

The following are safety tips with which the student should become familiar:

1. Personal Safety:
  - a. Have your cell phone on you, and make sure your battery has an adequate charge, in case you need to call for help.
  - b. Walk with a friend whenever possible.
  - c. If you are being followed, walk to a populated area and call 911.
  - d. Walk with your head up being aware of your surroundings, making eye contact.
  - e. Have your car keys ready at all times.
  - f. Have your bags packed neatly before you leave the clinic, so that you do not appear disorganized and fumbling to get in your vehicle.
2. Keeping Your Property Safe
  - a. Always lock your vehicle no matter how long you will be gone.
  - b. Make sure all valuables inside the vehicle are either in the trunk or well hidden.
  - c. Do not leave personal property unattended in a public place, even for a short period of time.
  - d. Do not display large sums of money.
3. Report any suspicious behavior to authorities that you may observe.

## Rave Mobile Safety

UNE uses Rave Mobile Safety, an emergency notification service that provides faculty, professional staff, and students with timely information and instructions during emergencies or other urgent situations that may directly affect their well-being.

This platform allows security to stay connected with the UNE community and provide critical information in real time during emergency situations on campus or in the surrounding communities, alerts during school closures, and information about weather-related events.

Link to download Guardian app

<https://apps.apple.com/us/app/rave-guardian/id691246562>

<https://play.google.com/store/apps/details?id=com.ravemobilesafety.raveguardian>

## Crisis and Self-Help Resources

UNE sponsored resources are available throughout your academic career in times of crisis.

<https://www.une.edu/self-help-resources>

<https://www.maine.gov/dhhs/about/contact/hotlines>

## Crisis Support Numbers

1. Maine Crisis Line: 1-888-568-1112
2. 988 Suicide and Crisis Lifeline: Dial 988
3. Statewide Domestic Violence Helpline: 1-866-834-4357
4. Sexual Assault Support: 1-800-871-7741

## **UNE SECURITY**

**From campus: Ext. 366**

**From anywhere: (207) 283-0176**

## **CRISIS RESPONSE**

**An off-campus resource, available 24 hours/day.**

**(888) 568-1112**

**If you are a student and are currently experiencing a mental health crisis, you can reach UNE's on-call counselor by calling (207) 602-2549 and then pressing 6.**

## Revisions of PA Program Handbook Policies and Procedures

These policies and procedures are reviewed a minimum of one time a year and are revised as needed to facilitate the mission of the PA program, the Westbrook College of Health Professions, and the University.

The PA program reserves the right to make changes to any and all aspects of this handbook. Students will be notified of any substantial changes to the policies and procedures outlined here and will be provided copies of such changes. Students are expected to remain current in all policies and procedures.

Students are required to meet all defined policies and procedures included in this handbook, and the additional supportive handbooks and policies referenced within. Failure to meet those requirements will be considered a professional conduct infraction/violation and may result in discipline or dismissal from the PA program.

## APPENDIX A: UNE Physician Assistant Technical Standards

A student in the Physician Assistant (PA) program must have abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral/social. All students admitted to the program must meet the following abilities and expectations upon matriculation and maintain these standards while enrolled in the PA program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will be subject to dismissal after admission.

Reasonable accommodation for persons with documented disabilities will be considered on an individual basis. However, a candidate must be able to perform these skills in an independent manner. Accordingly, the program requires each student to meet the following technical standards with or without accommodation:

- **Observation**

Students must have sufficient sensory capacity to observe in the lecture hall, the laboratory, the outpatient setting, the inpatient setting (including operating rooms), and the patient's bedside. Sensory skills adequate to perform a physical examination are required. The ability to acquire sensory input using, vision, hearing, and tactile sensation must be adequate to observe a patient's condition and to elicit information through procedures regularly required in a physical examination, such as inspection, auscultation, percussion, and palpation.

In any case where a student's ability to observe or acquire information through these sensory modalities is compromised, the student must demonstrate alternative means and/or abilities to acquire and demonstrate the essential information without reliance upon another person's interpretation of the information. It is expected that obtaining and using such alternative means and/or abilities shall be the responsibility of the student. The University will reasonably assist the student where necessary.

- **Communication**

The student must be able to effectively and efficiently communicate in the English language using verbal, written, and reading skills, in a manner that demonstrates sensitivity to fellow students, patients, their families, and all members of the healthcare team.

A student must be able to accurately elicit information, describe a patient's change in mood, thought, activity, and posture. Students must demonstrate established communication skills using traditional means which may include the use of assistive devices.

The student must be able to communicate complex findings in appropriate terms for patients/caregivers and other members of the healthcare team.

A student must be able to communicate clearly and audibly during interactions with classmates, professors, patients, and members of the healthcare team.

A student must be able to receive, write legibly, and interpret written and verbal communication in both clinical and academic settings.

The student must be able to interpret and record legibly observations in a manner that is efficient and accurate using handwritten, electronic and dictating formats.

- **Motor**

The ability to participate in basic diagnostic and therapeutic maneuvers and procedures (e.g. palpation, percussion, auscultation) is required. Students must have sufficient motor function to safely execute movements required to provide care to patients. Students must be able to negotiate patient care environments and must be able to move between settings, such as clinic, classroom building, and hospital. Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required. Long periods of sitting, standing, or moving are required in the classroom, laboratory, and during clinical experiences.

The student must be able to execute motor movements reasonably required to provide general and emergency diagnosis and medical care such as airway management, placement of intravenous catheters, cardiopulmonary resuscitation, and suturing of wounds. At all times the ability to administer care to patients in a safe manner is paramount.

- **Intellectual**

Students must be able to measure, calculate, reason, analyze, and synthesize information effectively in a precisely limited time as would be appropriate for the individual's level of training in a given clinical setting, while under stress, and in an environment in which other distractions may be present. Problem solving, one of the critical skills demanded of PAs, requires all of these intellectual abilities. In addition, students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

Students must be able to read and understand medical literature. The student must be able to demonstrate mastery of these skills and the ability to use them together in a timely fashion in medical problem solving and patient care.

The student must be able to, with or without use of assistive devices, but without reliance on another person, interpret x-ray, and other graphic images and digital or analog representations of physiologic phenomenon (such as ECGs).

- **Behavioral and Social Attributes**

Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all academic and patient care responsibilities. The development of mature, sensitive, and effective relationships with patients and other members of the healthcare team are essential. Flexibility, compassion, integrity, motivation, interpersonal skills, and the ability to function in the face of uncertainties inherent in clinical practice are required.

Students must function professionally and effectively in any academic or clinical setting. Students must always demonstrate the psychological and emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all academic and clinical responsibilities.

The student must demonstrate mature, sensitive, and effective relationships with University faculty and staff, peers and classmates, patients and other members of the healthcare team. Flexibility, compassion, integrity, motivation, interpersonal skills, and the ability to function in the face of uncertainties inherent in clinical practice are all required.

## APPENDIX B: Competencies for the PA Profession

Competencies for the PA Profession, created and adopted by four organizations (NCCPA, AAPA, ARC-PA and PAEA) which can be found at: <https://www.aapa.org/download/90503/>

Competencies for the PA Profession  
(Adopted 2005, reaffirmed 2010, 2018, amended 2013, 2021)

### Introduction

This document defines the specific knowledge, skills, and attitudes that PAs in all clinical specialties and settings in the United States should be able to demonstrate throughout their careers. This set of competencies is designed to serve as a roadmap for the individual PA, for teams of clinicians, for healthcare systems, and other organizations committed to promoting the development and maintenance of professional competencies among PAs. While some competencies are acquired during the PA education program, others are developed and mastered as PAs progress through their careers. The PA professional competencies include seven competency domains that capture the breadth and complexity of modern PA practice. These are: (1) knowledge for practice, (2) interpersonal and communication skills, (3) person-centered care, (4) interprofessional collaboration, (5) professionalism and ethics, (6) practice-based learning and quality improvement, and (7) society and population health. The PA competencies reflect the well-documented need for medical practice to focus on surveillance, patient education, prevention, and population health. These revised competencies reflect the growing autonomy of PA decision-making within a team-based framework and the need for the additional skills in leadership and advocacy.

As PAs develop greater competency throughout their careers, they determine their level of understanding and confidence in addressing patients' health needs, identify knowledge and skills that they need to develop, and then work to acquire further knowledge and skills in these areas. This is a lifelong process that requires discipline, self-evaluation, and commitment to learning throughout a PA's professional career.

### Background

The PA competencies were originally developed in response to the growing demand for accountability and assessment in clinical practice and reflected similar efforts conducted by other healthcare professions. In 2005, a collaborative effort among four national PA organizations produced the first Competencies for the PA Profession. These organizations are the National Commission on Certification of Physician Assistants, the Accreditation Review Commission on Education for the Physician Assistant, the American Academy of PAs, and the Physician Assistant Education Association (PAEA, formerly the Association of Physician Assistant Programs). The same four organizations updated and approved this document in 2012.

### Methods

This version of the Competencies for the PA Profession was developed by the Cross-Org Competencies Review Task Force, which included two representatives from each of the four national PA organizations. The task force was charged with reviewing the professional competencies as part of a periodic five-year review process, as well as to "ensure alignment with the Core Competencies for New Physician Assistant Graduates," which were developed by the Physician Assistant Education Association in 2018 to provide a framework for accredited PA programs to standardize practice readiness for new graduates.

The Cross-Org Competencies Review Task Force began by developing the following set of guiding principles that underpinned this work:

1. PAs should pursue self- and professional development throughout their careers.

2. The competencies must be relevant to all PAs, regardless of specialty or patient care setting.
3. Professional competencies are ultimately about patient care.
4. The body of knowledge produced in the past should be respected, while recognizing the changing healthcare environment.
5. The good of the profession must always take precedence over self-interest.

The task force reviewed competency frameworks from several other health professions. The result is a single document that builds on the Core Competencies for New PA Graduates and extends through the lifespan of a PA's career.

The competencies were drawn from three sources: the previous Competencies for the Physician Assistant Profession, PAEA's Core Competencies for New PA Graduates, and the Englander et al article *Toward a Common Taxonomy of Competency Domains for the Health Professions and Competencies for Physicians* which drew from the competencies of several health professions.<sup>1</sup> The task force elected not to reference the source of each competency since most of these competencies were foundational to the work of multiple health professions and are in the public domain. The task force acknowledges the work of the many groups that have gone before them in seeking to capture the essential competencies of health professions.

1. Englander R, Cameron T, Ballard AJ, Dodge J, Bull J, Aschenbrener CA. *Toward a common taxonomy of competency domains for the health professions and competencies for physicians.* *Academic Medicine.* 2013 Aug;88(8):1088-94.

## Competencies

### 1. Knowledge for Practice

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

- 1.1 Demonstrate investigative and critical thinking in clinical situations.
- 1.2 Access and interpret current and credible sources of medical information.
- 1.3 Apply principles of epidemiology to identify health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for individuals and populations.
- 1.4 Discern among acute, chronic, and emergent disease states.
- 1.5 Apply principles of clinical sciences to diagnose disease and utilize therapeutic decision-making, clinical problem-solving, and other evidence-based practice skills.
- 1.6 Adhere to standards of care, and to relevant laws, policies, and regulations that govern the delivery of care in the United States.
- 1.7 Consider cost-effectiveness when allocating resources for individual patient or population-based care.
- 1.8 Work effectively and efficiently in various healthcare delivery settings and systems relevant to the PA's clinical specialty.
- 1.9 Identify and address social determinants that affect access to care and deliver high quality care in a value-based system.
- 1.10 Participate in surveillance of community resources to determine if they are adequate to sustain and improve health.
- 1.11 Utilize technological advancements that decrease costs, improve quality, and increase access to healthcare.

### 2. Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. PAs should be able to:

- 2.1 Establish meaningful therapeutic relationships with patients and families to ensure that patients' values and preferences are addressed and that needs and goals are met to deliver person-centered care.
- 2.2 Provide effective, equitable, understandable, respectful, quality, and culturally competent care that is responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.
- 2.3 Communicate effectively to elicit and provide information.
- 2.4 Accurately and adequately document medical information for clinical, legal, quality, and financial purposes.
- 2.5 Demonstrate sensitivity, honesty, and compassion in all conversations, including challenging discussions about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics.
- 2.6 Demonstrate emotional resilience, stability, adaptability, flexibility, and tolerance of ambiguity.
- 2.7 Understand emotions, behaviors, and responses of others, which allows for effective interpersonal interactions.
- 2.8 Recognize communication barriers and provide solutions.

### 3. Person-centered Care

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

- 3.1 Gather accurate and essential information about patients through history taking, physical examination, and diagnostic testing.
- 3.2 Elicit and acknowledge the story of the individual and apply the context of the individual's life to their care, such as environmental and cultural influences.
- 3.3 Interpret data based on patient information and preferences, current scientific evidence, and clinical judgment to make informed decisions about diagnostic and therapeutic interventions.
- 3.4 Develop, implement, and monitor effectiveness of patient management plans.
- 3.5 Maintain proficiency to perform safely all medical, diagnostic, and surgical procedures considered essential for the practice specialty.
- 3.6 Counsel, educate, and empower patients and their families to participate in their care and enable shared decision-making.
- 3.7 Refer patients appropriately, ensure continuity of care throughout transitions between providers or settings, and follow up on patient progress and outcomes.
- 3.8 Provide healthcare services to patients, families, and communities to prevent health problems and to maintain health.

### 4. Interprofessional Collaboration

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

- 4.1 Work effectively with other health professionals to provide collaborative, patient-centered care while maintaining a climate of mutual respect, dignity, diversity, ethical integrity, and trust.
- 4.2 Communicate effectively with colleagues and other professionals to establish and enhance interprofessional teams.

- 4.3 Engage the abilities of available health professionals and associated resources to complement the PA's professional expertise and develop optimal strategies to enhance patient care.
- 4.4 Collaborate with other professionals to integrate clinical care and public health interventions.
- 4.5 Recognize when to refer patients to other disciplines to ensure that patients receive optimal care at the right time and appropriate level.

## 5. Professionalism and Ethics

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

- 5.1 Adhere to standards of care in the role of the PA in the healthcare team.
- 5.2 Demonstrate compassion, integrity, and respect for others.
- 5.3 Demonstrate responsiveness to patient needs that supersedes self-interest.
- 5.4 Show accountability to patients, society, and the PA profession.
- 5.5 Demonstrate cultural humility and responsiveness to a diverse patient population, including diversity in sex, gender identity, sexual orientation, age, culture, race, ethnicity, socioeconomic status, religion, and abilities.
- 5.6 Show commitment to ethical principles pertaining to provision or withholding of care, confidentiality, patient autonomy, informed consent, business practices, and compliance with relevant laws, policies, and regulations.
- 5.7 Demonstrate commitment to lifelong learning and education of students and other healthcare professionals.
- 5.8 Demonstrate commitment to personal wellness and self-care that supports the provision of quality patient care.
- 5.9 Exercise good judgment and fiscal responsibility when utilizing resources.
- 5.10 Demonstrate flexibility and professional civility when adapting to change.
- 5.11 Implement leadership practices and principles.
- 5.12 Demonstrate effective advocacy for the PA profession in the workplace and in policymaking processes.

## 6. Practice-based Learning and Quality Improvement

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

- 6.1 Exhibit self-awareness to identify strengths, address deficiencies, and recognize limits in knowledge and expertise.
- 6.2 Identify, analyze, and adopt new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.
- 6.3 Identify improvement goals and perform learning activities that address gaps in knowledge, skills, and attitudes.
- 6.4 Use practice performance data and metrics to identify areas for improvement.
- 6.5 Develop a professional and organizational capacity for ongoing quality improvement.
- 6.6 Analyze the use and allocation of resources to ensure the practice of cost-effective healthcare while maintaining quality of care.
- 6.7 Understand how practice decisions impact the finances of their organizations, while keeping the patient's needs foremost.
- 6.8 Advocate for administrative systems that capture the productivity and value of PA practice.

## 7. Society and Population Health

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

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

## APPENDIX C: Competencies for UNE PA Program

### 1. Knowledge for Practice

PA students must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. In addition, PA students are expected to demonstrate an investigative and analytical thinking approach to clinical situations.

- a. Apply principles of clinical sciences to diagnose disease while utilizing therapeutic decision-making, clinical problem solving, and other evidence-based practice skills
- b. Recognize among acute, chronic, and emergent disease states.
- c. Effectively utilize technology resources to improve quality and cost-effectiveness in health care.

### 2. Interpersonal and Communication Skills

PA students must demonstrate verbal, nonverbal and written communication skills that result in effective information exchange with patients, patients' families and health professionals.

- a. Communicate effectively with patients, their families, and health professionals to elicit and provide information.
- b. Accurately and adequately document medical information for clinical, legal, quality, and financial purposes.
- c. Conduct difficult conversations with sensitivity, compassion, and empathy.
- d. Deliver therapeutic communication and care in a culturally competent manner

### 3. Person-Centered Care

Person-centered care includes patient-specific and setting-specific assessment, evaluation and management. PA students must demonstrate care that is effective, safe, high-quality and equitable.

- a. Effectively obtain accurate and essential patient information through history-taking, physical examination, and diagnostic testing.
- b. Integrate knowledge of physiologic changes across the lifespan to provide person-centered evaluation and management
- c. Professionally counsel, educate, and empower patients and their families to participate in their care and enable shared decision-making.

### 4. Interprofessional Collaboration

Demonstrate the ability to engage with a variety of other healthcare professionals in a manner that optimizes safe, effective, person- and population-centered care.

- a. Communicate effectively with other health professionals to provide collaborative, person-centered care.
- b. Recognize the need to refer patients to other disciplines to ensure optimal care.

### 5. Professionalism and Ethics

PA students must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements.

- a. Demonstrate compassion, integrity, and empathy for others.
- b. Demonstrate understanding and responsiveness to all patient populations.

- c. Show commitment to ethical principles pertaining to collaborative, person-center care.
- d. Uphold ethical principles and compliance in business practices with relevant laws, policies, and regulations.

**6. Practice-Based Learning and Quality Improvement**

PA students must engage in critical appraisal of their own performance and analyze evidence-based resources for practice improvement and lifelong learning.

- a. Exhibit self-awareness to identify strengths, address deficiencies, and recognize limits in knowledge and expertise.
- b. Identify improvement goals and perform learning activities that address gaps in knowledge, skills, and attitudes.
- c. Demonstrate knowledge of the business of the healthcare in delivery of cost-effective patient management

**7. Society and Population Health**

PA students must integrate knowledge of societal determinants of health to promote well-being of the individual and the community.

- a. Recognize the influence of socioeconomic, environmental, and other determinates on the health of the individual and community.

## APPENDIX D: Needle Stick/Bodily Fluids Exposure Guidelines and Form

Procedure immediately after an exposure:

1. **Immediately** cleanse the affected area:
  - Wash needle sticks and cuts with soap and water.
  - Flush any areas of contact with clean water.
  - Irrigate eyes with clean water, sterile saline, or sterile irrigates.
2. If the exposure occurs during the Academic year at an IGEP, wound care, or other site, **immediately** report the exposure to the faculty member in attendance and proceed to step #3.

If the exposure occurs during the Clinical year at a rotation site, **immediately** notify the supervising physician/preceptor or other site supervisor and follow site-established protocols.

3. **Immediately** seek medical evaluation and treatment. If there is no established protocol on site, seek treatment at the closest Emergency Department.
4. Within 24 hours, notify the PA Program by phone or email.
5. Submit the *Needle Stick/Bodily Fluids Exposure form* located below to the PA Program and UNE Student Health Services within 24 hours at (207) 221-4242/ Fax (203) 523-1913. Any and all expenses for the care and potential treatment are the responsibility of the student.

## Bloodborne Pathogen Exposure Form

This form is to be completed when there has been a student needlestick or bodily fluid exposure and submitted via email or fax (207-221-4711) within 24 hours of the incident.

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

Name of student: \_\_\_\_\_

Date and time of exposure: \_\_\_\_\_

Rotation # (clinical year only): 1 2 3 4 5 6 7 8

Clinical rotation type: \_\_\_\_\_

Name of site: \_\_\_\_\_

Name of person notified at the site: \_\_\_\_\_

Date and time of site notification: \_\_\_\_\_

Name of witness(es) (if any) to the incident: \_\_\_\_\_

Please provide a detailed description of incident, including how the exposure occurred and location (body part).

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Did you receive medical evaluation and/or treatment?  Yes  No

Was the PA program notified?  Yes  No

Date and time PA program was notified: \_\_\_\_\_

Name of person notified at the program: \_\_\_\_\_

### Signatures:

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

PA Program: \_\_\_\_\_

## APPENDIX E: Student Accident Report

### Student Accident Report

Notify the program of the accident/injury within 24 hours of the event. Submit this report within 24 hours of accident/injury. *(This form is not for needle stick or body fluids exposures.)*

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

#### STUDENT STATEMENT:

\_\_\_\_\_ was injured at \_\_\_\_\_  
(print name) (location)

on \_\_\_\_\_ at \_\_\_\_\_.  
(date) (time)

Please describe in full detail how the accident occurred.

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Did you receive medical evaluation and/or treatment? \_\_\_ Yes \_\_\_ No

Was the PA program notified? \_\_\_ Yes \_\_\_ No

Date and time PA program was notified: \_\_\_\_\_

Did you miss time from the class or the clinical rotation? \_\_\_ Yes \_\_\_ No

If yes, how many day(s)? \_\_\_\_\_

***NOTE: If your absence from class or a clinical rotation will exceed two (2) days, you will need a medical note from the provider who treated you in an office/clinic or hospital and the date you can resume didactic or clinical activities. You may not return to class or rotations until we have this note.***

#### Signatures

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

Date \_\_\_\_\_

PA Program: \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX F: Professional Conduct in Virtual Learning Environments

- Use professional and respectful language, including appropriate capitalization and punctuation. Emoticons, text-message abbreviations, and profanity are not appropriate in the academic environment. Virtual coursework should be approached with the same professionalism expected in a workplace setting.
- Test your camera and microphone prior to all online sessions to ensure proper function.
- Students are expected to have their cameras turned on and remain visible during virtual sessions to support interaction and engagement with faculty and peers.
- Be mindful of your attire and surroundings during online coursework. Consider your background, lighting, and potential distractions to maintain a professional learning environment. Hats and hoodies should not be worn during courses. Lighting should allow you to be clearly visible on camera.
- Run spelling and grammar checks before posting to discussion boards or submitting written responses, particularly when assignments are graded.
- Review your comments carefully before submitting them. Some instructors permit editing of discussion posts, while others may not.
- Avoid typing in ALL CAP LETTERS, as this may be interpreted as shouting.
- Recognize and respect diversity in perspectives, backgrounds, and experiences. Questions asked for clarification are encouraged. If you are uncertain about how to address a topic appropriately, contact the instructor privately for guidance.
- Avoid sarcasm, inflammatory remarks, or humor that may be misunderstood in an online environment. Communicate thoughtfully and respectfully, recognizing that online posts create a lasting written record.
- If you are struggling with course material or experiencing frustration, communicate proactively with faculty, peers, IT support, or other appropriate resources. Open communication is essential to resolving concerns and supporting academic success. Discussion boards should remain focused on course-related academic dialogue and should not be used as a forum for complaints regarding course requirements, workload, or expectations.
- Do not wait until the last minute to submit discussion posts or assignments. Early participation allows meaningful interaction and provides classmates the opportunity to respond before deadlines. Similarly, replies posted well before deadlines allow for continued academic discussion and clarification.
- Before submitting a question, review instructor FAQs, course announcements, Learning Management System resources, and other available materials to determine whether the information is already available.
- Extend grace and professionalism to classmates and faculty. Minor typographical or grammatical errors are a normal part of communication and should not detract from respectful academic interactions.

The same standards of professionalism apply to email communication. Emails to faculty should be courteous, professional, and clearly written. Students should communicate with faculty in the same respectful manner expected in professional workplace interactions. All emails should include the student's name and course identification.

## APPENDIX G: Student Time Away Request Form

While it is the policy of the program that students attend all classes, labs, rotations, and other program related functions, the program understands students may have unexpected circumstances which might keep them from classes, rotations, or program activities. Any student requesting time away for an unexpected event must complete and submit this form and submit it to the **Academic Coordinator (Didactic Year) or Clinical Year Coordinator (Clinical Year)**. These requests will be reviewed and a response will be issued within 2 business days of receipt.

**As addressed in the PA Student/Clinical Year Handbook: Students are not expected to take ‘time off’ unless the time period falls over the program-defined holiday schedule or breaks. Medical or personal appointments are to be scheduled around the class and rotation schedules.**

For **unexpected events** such as illness, injury, or tragedy, time away will be reviewed on an individual basis and in correlation with the demands of the program. If the time away requested is greater than **2 (two) days**, a medical note or other supporting documentation is required.

Due to the rigorous demands of the program, time away in excess of 5 (five) consecutive class/rotation days may not be granted, and a Leave of Absence may be recommended.

<https://www.une.edu/sites/default/files/202010/University%20Withdrawal%20and%20LOA%20Request%201-18-18%20BGB%20FINAL%20Edits%20Fillable.pdf>

For approved time away requests, students are responsible for all material missed including examinations, quizzes, and any in-class activities/assignments. If a student will be missing an examination or assessment within an approved absence, they are required to take that exam/assessment immediately upon their designated return to campus. The make-up exam/assessment may be in a different format than the original one. If a deliverable is not submitted during a non-excused absence, then no make-up opportunity will be provided and a grade of zero will be given to the student.

**Date Submitted:**

**Requested date(s) off:**

**Courses that will be missed:**

**Course coordinator(s) on record:**

**Reason for Request:**

**Supportive Documentation (i.e. Medical note, other documents):**

**Student Name (PRINT):**

**Student Signature:**

**Program Use Only**

**Request Approved:** \_\_\_\_\_

**Not Approved:** \_\_\_\_\_

**Date:**

**Signature (Faculty):**

**Comments:**