

Section I: General Program Information

INTRODUCTION

This handbook contains specific policies and procedures pertinent to the University of New England (UNE) Physician Assistant Class of 2020. It is to be used in conjunction with the University of New England Student Handbook (available on the UNE website).

Modifications to this document may be made at any time during the academic or clinical year. Students will be notified electronically via their UNE email accounts of any such changes and will be subject to any changes once notified.

The purpose of the physician assistant program is to prepare individuals to possess the knowledge, skills, behaviors and professionalism to practice as physician assistants. Upon meeting all program and graduation requirements, the University of New England grants a Master of Science degree.

PHYSICIAN ASSISTANT PROGRAM MISSION STATEMENT

The mission of the University of New England Physician Assistant Program is to prepare master's level primary care physician assistants to be highly skilled members of the interprofessional healthcare teams. The program is committed to developing clinicians who will provide compassionate, competent and evidence-based patient centered health care to people of all backgrounds and cultures throughout their lifespans. The program places special emphasis on training clinicians who are knowledgeable about the healthcare needs of our aging population and have the skills and passion to provide health care to people in underserved rural and urban communities.

PHYSICIAN ASSISTANT PROGRAM GRADUATE OUTCOMES

The physician assistant program is rigorous and intense and places specific requirements and demands on the students enrolled.

Graduates of the physician assistant program will:

- Understand the basic sciences of anatomy, physiology and pathophysiology and be able to utilize this knowledge in the diagnosis and treatment of diseases.
- Understand the principles of pharmacotherapeutics and to apply them in the treatment of patients.
- Elicit a detailed, accurate history and perform a thorough physical examination.
- Understand how to order and interpret appropriate diagnostic tests in a cost-efficient manner.
- Present patient data and document it appropriately in the medical record.
- Provide quality acute and ongoing patient care by appropriately delineating patient problems and by formulating and implementing patient management plans, including referrals to other healthcare providers and agencies.
- Perform or assist, in the performance of diagnostic and therapeutic procedures, and manage or assist in the management of medical and surgical conditions, particularly in life threatening situations.
- Understand the principles of public health and incorporate health promotion and disease prevention into a patient care practice.
- Use information technology in the provision of quality healthcare and clinical decision-making.
- Evaluate the medical literature critically and apply this knowledge and the principles of evidence-based medicine to clinical practice.
- Provide compassionate and competent healthcare to patients of all ages and backgrounds.

- Understand the medical and social issues that affect the geriatric patient and provide appropriate management of these problems.
- Counsel patients, their families and their caregivers regarding issues of health, illness and medical care.
- Understand the historical and contemporary role of the physician assistant in the healthcare system.
- Participate effectively as a member of an interdisciplinary healthcare team.
- Understand the principles of patient centered healthcare and communicate clearly with patients.
- Identify the special dynamics of providing healthcare to rural or underserved populations.
- Demonstrate appropriate professional behavior by following the American Academy of Physician Assistants Guidelines for Ethical Conduct for the Physician Assistant Profession (<https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>).

PHYSICIAN ASSISTANT PROGRAM TECHNICAL STANDARDS

A student in the physician assistant program must have abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral/social. All 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 will be subject to dismissal after admission or at any time throughout the program.

Please refer to Appendix A for a list of technical standards.

COMPETENCIES FOR THE PHYSICIAN ASSISTANT PROFESSION

The physician assistant profession defines the specific knowledge, skills, and attitudes as well as the required educational experiences needed in order for physician assistants to acquire and demonstrate these competencies. While these competencies are ultimately for clinically practicing physician assistants, the program will work toward fostering the development and acquisition of these competencies throughout the program.

Please refer to Appendix B for a list of competencies.

PROGRAM CALENDAR

The program calendar may differ from the posted UNE Graduate Academic Calendar. Any such difference will be posted and distributed prior to the start of a semester. Please consult the program to resolve any schedule differences prior to planning time away.

Students may be required to attend classes and/or activities during evening and weekend hours at times during the program. Students should be prepared to be present for classes and activities between 8:00 a.m. and 9:00 p.m., seven days a week.

FACULTY & STAFF CONTACT INFORMATION

<u>Name</u>	<u>Position</u>	<u>Phone #</u>	<u>Email Address</u>
Thomas White	Interim Program Director	221-4524	twhite4@une.edu
Diane Visich	Associate Director	221-4266	dvisich@une.edu
Meredith Wall	Academic Coordinator	221-4527	mwall1@une.edu
James Conley	Assistant Clinical Professor	221-4525	jconley@une.edu
Jonathan Skillings	Clinical Coordinator	221-4440	jskillings@une.edu
Jed Jankowski	Clinical Coordinator	221-4408	jjankowski@une.edu
Amy Patrick	Assistant Clinical Professor	221-4552	apatrick1@une.edu
Joseph Wolfberg	IGEP Coordinator	221-4465	jwolfberg@une.edu
Elizabeth Cavallaro	Clinical Placement Coordinator	221-4528	escottcavallaro@une.edu
Amy LaBelle	Staff Assistant	221-4529	agrindell@une.edu
Lori Armstrong	Administrative Assistant	221-4526	larmstrong@une.edu

The physician assistant program offices are located on the third floor of Hersey Hall on the Portland Campus. The main office hours are 8:00 a.m. to 5:00 p.m.

PROFESSIONAL ORGANIZATIONS

Students are encouraged to join their professional organizations.

- The American Academy of Physician Assistants (AAPA)
- The Student Academy of the American Academy of Physician Assistants (SAAAPA) is the student chapter of AAPA. This helps keep students informed of important SAAAPA issues that affect physician assistant education and practice
- There is also a state chapter for AAPA, the Maine Association of Physician Assistants (MEAPA).
- Students may also wish to join one of the 24 AAPA specialty organizations

Section II: General Program Policies

SCHOOL CANCELLATION OR DELAYS

Students are expected to be on time and present in class, regardless of weather, unless classes have officially been delayed or cancelled by the university. Students can check the UNE webpage, call the hotline at 207-602-2211 or watch the various local news stations to determine if there are any delays or cancellations.

POLICY ON CHANGE OF ADDRESS

Throughout the program, students are required to notify the program immediately when there is a change in their address or phone number. The program will not be responsible for lost mail or late notification 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.

STUDENT HEALTH CARE

Information regarding UNE Student Health Care is available at <http://www.une.edu/studentlife/shc>.

Health Insurance

All full-time students are required to have health insurance. Information regarding student health insurance is available at <http://www.une.edu/student-health-center/student-health-insurance>.

Physical Examination / Immunization Requirements

All students in any health profession program at UNE are required to have specific immunizations. PA students are required to meet the immunization requirements for healthcare personnel set forth by the Centers for Disease Control and Prevention (CDC).

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

Drug Screenings

Students are required to complete drug screens prior to matriculation, clinical rotations, and at times during clinical rotations. Students are responsible for the costs of these screenings.

Background Checks

The Joint Commission on Accreditation of Healthcare Organizations (JCAHO) requires "information on criminal background according to law, regulation, and organizational policy" on all employees, students, and volunteers according to the 2005 proposed standard in section HR 1.20#5.

Students in the program are subject to criminal background checks in order to meet requirements for the Interdisciplinary Geriatric Education Program (IGEP) and clinical rotations. Any discrepancy between a criminal background reported on a CASPA application and discovered through a criminal background check is grounds for dismissal.

Students are responsible for all costs associated with background checks, immunizations and drug screenings.

Required Medical Equipment, Supplies and Books

The following is a list of the medical equipment each student will receive. Equipment cost is included in student tuition and fees.

- 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
- Penlight
- Sphygmomanometer (blood pressure cuff)
- Examination gown ("Johnnie") that ties in the back

- Examination drape (Flat twin sheet, white)
- Medical bag
- Metric tape measure

Booklist

The booklist will be sent out to all incoming students prior to matriculation in a letter from the program director.

Scrubs, White Jackets and Name Tags

Scrubs: Students will need two sets of solid-colored scrubs with their first and last names embroidered on the tops. Scrubs are routinely worn for the anatomy and clinical assessment courses.

Short White Jacket/Coat: Students are required to have at least one long-sleeved, short white coat. A short white coat ends at the upper thigh/top of inseam.

Nametags and Patches: Students are required to have a UNE PA name tag to wear for during their didactic and clinical training. Orders can be made through the UNE physician assistant office. Patches for the white coat are required for the second year only and can be purchased through the UNE bookstore prior to clinical rotations.

Basic Life Support for the Health Care Provider

It is required that students are certified in Basic Life Support for Healthcare Provider through the American Heart Association prior to matriculation and remain certified throughout the entirety of the 24-month program.

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 challenges. For matters regarding a student's psychological and emotional health Counseling Services (see below) can be utilized.

COUSELING SERVICES ON PORTLAND CAMPUS

Counseling Services at the University of New England provides a variety of services that address the psychological and emotional health of the graduate and undergraduate student population. Individual, group and couples counseling are available.

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.

Office: Lower Level of Ginn Hall on the Portland Campus

Phone: (207) 221-4550

THE STUDENT ACADEMIC SUCCESS CENTER

The Student Academic Success Center (SASC), a department within Student Support Services, provides a comprehensive array of academic support 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 personal educational goals. The PA Program works closely with this important support group and encourages students to take full advantage of their services.

Office: Procter Center, First Floor Procter Hall on the Portland Campus
Phone: (207) 221-4247

STUDENT ACCESS CENTER

The Student Access Center exists to ensure that UNE fulfills the part of its mission that seeks to promote respect for individual differences and to ensure that no person who meets the academic and technical standards requisite for admission to, and continued enrollment at, the University is denied benefits or subjected to discrimination at UNE solely by reason of his or her disability. Toward this end, and in conjunction with federal and state laws, UNE both accepts and provides reasonable accommodations for qualified students. The physician assistant program works closely with its colleagues in this office and encourages students to take full advantage of their services.

Office: Lower Level of Ginn Hall on the Portland Campus
Phone: (207) 221-4418

UNE DISCRIMINATION AND HARASSMENT POLICY

The physician assistant program requires that all matriculating students abide by the University of New England Policies as defined in the University of New England Student Handbook. These are available on the UNE website at <http://www.une.edu/studentlife/handbook>.

The University policy on Discrimination and Harassment is available at https://www.une.edu/sites/default/files/TITLE%20IX%20SEXUAL%20MISCONDUCT%20POLICY%202016_0.pdf.

POLICY ON COMMUNICATION

Email is the primary mechanism used to notify students of important information. Students are required to check their UNE email at least once every 24 hours. 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.

POLICY ON PROGRAM SCHEDULE

During the entire program, students will follow the PA program schedule. Holiday and vacation times may differ from the University schedule. Please note, during the clinical year, students will only have vacation during the December Holiday Break.

POLICY ON STUDENT EMPLOYEMENT

The program discourages students from having outside employment while during the 24-month program. If a student feels that it is necessary to work, it is advisable that the student informs his/her faculty advisor of this need. Program expectations, assignments, deadlines and responsibilities will not be altered or adjusted to accommodate working students and it is expected that the student employment will not interfere with the student learning experience. Any conflict that may arise due to outside employment may be brought to the Student Development Committee.

POLICY ON STUDENT WORK TO BENEFIT THE PA PROGRAM

Students will not be required to perform any clerical or administrative work or teaching on behalf of the physician assistant program.

POLICY ON ADVANCED PLACEMENT

There is no advanced placement.

POLICY ON EXPERIENTIAL LEARNING

No credit will be awarded to students for experiential learning performed prior to the start of the program.

POLICY ON TRANSFER CREDIT

Transfer credits are not accepted.

HIPAA AND OSHA TRAINING REQUIREMENTS

Health Insurance Portability and Accountability Act (HIPAA)

Students must maintain their HIPAA training each year through the University HIPAA Compliance Office.

The Full HIPAA Policy and Manual may be found online at <http://www.une.edu/research/compliance/hipaa-and-une>.

Occupational Safety and Health Administration (OSHA)/ University Precaution and Student Exposure Risk

Safety of students, patients and other health care providers is critical to the health and wellbeing of all. Physician assistant students can reasonably anticipate that they will come in contact with blood and/or other potentially infectious materials. Therefore all students must complete the OSHA training prior to beginning their IGEP and clinical year experiences and 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.

NEEDLESTICK / BODILY FLUIDS EXPOSURES

If an exposure occurs the student should immediately cleanse the affected area and report the exposure to the appropriate person. See below:

1. If the exposure takes place during the didactic year while on an IGEP site experience, the student must notify the on-site faculty facilitator **IMMEDIATELY** (*please see Needle stick/Bodily Fluids Exposure Guidelines in Appendix E*). The student should proceed to the nearest facility (emergency department or UNE-approved affiliated clinic) for emergency care. Students must also notify the academic coordinator within two hours of the exposure and complete a *Student Exposure Form* located in Appendix E and turn it in to physician assistant program's office staff within 24 hours. Any and all expenses for the care and potential treatment are the responsibility of the student.
2. If the exposure takes place during the clinical year while on a clinical rotation, the student must notify the supervising physician or site supervisor **IMMEDIATELY** (*please see the Needle stick/Bodily Fluids Exposure Guidelines in Appendix E*). The protocol at the clinical site will govern the medical approach to that exposure. Immediate medical care and lab work will be done either at the rotation site or the nearest appropriate emergency department. Student must also notify a clinical coordinator within two hours of the exposure and complete a *Student Exposure Form* located in Appendix E and turn it in to physician assistant program's office staff within 24 hours. Any and all expenses for the care and potential treatment are the responsibility of the student.

POLICY ON ACCIDENT OR INJURY

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

1. If a student sustains any accidents or injuries during the didactic year while at the IGEP or other site, the student must notify the on-site faculty facilitator **IMMEDIATELY** and seek medical attention commensurate with the nature of the injury, which may require a visit to the closest emergency room or an appointment with their personal health care provider. IGEP sites are under no obligation to provide the student with free medical care. Students must notify the academic coordinator within 2 hours of the exposure and complete a *Student Accident Report* located in Appendix E and turn it in to the physician assistant program's office staff within 24 hours. Any and all expenses for the care and potential treatment are the responsibility of the student.
2. If a student sustains any accidents or injuries during the clinical rotation site, the student must notify the supervising physician or site supervisor **IMMEDIATELY** and seek medical attention commensurate with the nature of the injury, which may require a visit to the closest emergency room or an appointment with their personal provider. Students must notify a clinical coordinator within 2 hours of the exposure and complete a *Student Accident Report* located in Appendix E and turn it in to the physician assistant program's office staff within 24 hours. Any and all expenses for the care and potential treatment are the responsibility of the student.

Section III: UNE Physician Assistant Program Policies

POLICY ON 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 will have to be rescheduled at the end of the clinical year. This could delay graduation. Students must have reliable transportation during the clinical year. Lack of a functioning vehicle is not an acceptable excuse for missing a clinical assignment.

ATTENDANCE

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, lecturers and exams may need to be moved on short notice. It is expected that a student's medical and other personal appointments be scheduled around the class and rotation schedules.

Students are expected to not take time off or vacations unless they fall over program-defined holidays or breaks. Attendance at all classes and assigned rotations is expected and considered an aspect of professional responsibility and individual dependability.

EXPECTED / ANTICIPATED ABSENCE

While it is the policy of the program that students are expected to attend all classes, labs and rotations assignments, the program understands students may have exceptional events, which might keep them from classes or program activities. Any student anticipating time away for an exceptional event during the didactic year is expected to notify the academic coordinator one month in the advance of the event. If the event occurs in the clinical year, the clinical coordinator should be notified.

Classes, labs, program activities as well as quizzes, exams and other evaluative events will not be rescheduled for students unless for a valid emergency situation.

In the event of an absence, students are responsible for all material missed including labs and examinations. If a cost is incurred, such as travel back to the program, for the make-up of an exam or lab or other required program component, the student will assume that cost. If a student will be missing an examination, they should expect to take that exam immediately upon return to campus. This exam may be in a different format than the original examination given to the rest of the students.

Students with expected absences during the didactic year should complete a “*Student Time Away Request Form*” in Appendix D and turn it in to the academic coordinator. This should be submitted in person 30 days prior to the anticipated absence so that appropriate planning can take place. This form can be found in the general information folder on Blackboard.

If the event occurs during the clinical year, a “*Student Time Away Request Form: Clinical Year*” should be submitted to the clinical coordinator 30 days prior to the anticipated absence so that appropriate planning can take place. This form can be found in the clinical year handbook.

EMERGENCY / UNANTICIPATED ABSENSE

A rare or solitary absence or lateness due to unexpected medical and/or personal issues may be unavoidable. Absence from instructional periods for any reason does not relieve the student from the responsibility for the material covered.

Students with unexpected absences during the didactic year must contact the academic coordinator and course coordinator as soon as such an event or issue is identified prior to the absence. Students with unexpected absences during clinical year must contact the clinical coordinator. Communication of absences is a professional responsibility.

POLICY ON MISSING EXAMINATIONS

Examinations include all grade activities including course examinations, objective structured clinical examinations (OSCEs), lab practical or other graded assessment excluding quizzes. Student must contact the academic coordinator and course coordinator in advance if they will miss a scheduled examination due to Emergency / Unanticipated Absence during the didactic year to request a rescheduled exam. Failure to do so will result in a grade of zero (0) for the exam (unless there is a significant extenuating circumstance) and the student may be referred to the Student Development Committee.

Unless determined to be an Emergency / Unanticipated Absence as outlined above, students who arrive late or are not in attendance for a schedule examination, laboratory practical or other examination requirements will neither be granted additional time to complete the examination nor will they be allowed to reschedule that examination.

DRESS CODE

As health professionals, and in accordance with the Westbrook College of Health Professions policy, physician assistant students are expected to maintain the highest possible standard of appearance. As is expected in the professional workplace, students are expected to be conservatively and neatly dressed and groomed throughout all phases of their professional education.

The physician assistant 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.

Students may not wear shorts, t-shirts, sandals or flip-flops, jeans, tank tops, or athletic wear, including athletic shoes. (Except when preapproved for lab settings in the didactic year.)

CLASSROOM BEHAVIOR

Students, faculty members and the administration share the responsibility to maintain appropriate student conduct in the classroom. Students are expected to respect their peers' right to learn. All interactions should be with courtesy and respect. Disruptive student behavior that interferes with fellow students' ability to concentrate and learn in the classroom, or that impedes an instructor in conducting class or a speaker in making a presentation, are considered inappropriate and unprofessional. Guests (family members or friends) are not permitted into class, seminars or other learning sessions.

Faculty have the authority to identify disruptive students, instruct 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. In addition, sanctions may be brought against any student as outlined in the University of New England Student Handbook.

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 health care 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. All students are required to adhere to the University Conduct Code as defined in the UNE Student Handbook, available on the UNE website.

POLICY ON GRADING

The physician assistant program utilizes a letter grade system for grading. Completion of every course and clinical rotation with a minimum grade of 74 percent is necessary to progress through the program. The program does not round grades up.

Grading Scale

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

Note: Fractional numeric grades are not rounded up.

SUBMISSION OF ASSIGNMENTS

Meeting deadlines is a professional responsibility. Late assignments will receive a zero, but must be submitted in order to successfully complete all of the requirements of the course. In cases of personal emergency, the student must contact the course coordinator for consideration of a late submission.

POLICY ON COURSE AND LECTURER EVALUATION FORMS

Students are required to complete the UNE and WCHP course evaluations at the end of each semester. Students are expected to complete program module and lecturer evaluations. This information is extremely valuable when decisions are made about course content and structure. Student final course grades will not be released until the required evaluation forms have been completed and submitted.

POLICY ON ACADEMIC AND PROFESSIONAL PROGRESSION

A student in good academic standing is defined as one who is currently meeting all academic and professional requirements of the program. If a student has been on probation at any time, or their academic or professional progress is marginal, the program retains the authority to deny or limit a student's request for involvement or attendance at extracurricular educational and professional activities, events or conferences. Students must have successfully completed all coursework and exams in order to progress forward in the program.

The physician assistant program follows the Westbrook College of Health Professions (WCHP) progression policies, which are included in Appendix C.

EXAM FAILURES

It is important to ensure that students have a baseline of knowledge at the end of each module for each course. If a student fails an exam, a minimum competency review (MCR) with the course instructor is required. The objective of the MCR is to ensure that the student has sufficient comprehension of the material. MCRs are required for each individual exam failure and more information is included on each course syllabus.

COURSE REMEDIATION POLICY

Requirements for successfully passing a course (including didactic courses and clinical rotations) are outlined in each course syllabus. A final grade of 74 percent or greater is a consistent requirement for passing all courses, and additional requirements for passing may vary among courses. In the event that a student fails a didactic course, the program may provide certain opportunities for remediation of the course as follows. For clinical year failures (course or rotation), please see clinical-year handbook for its policies.

First Course Failure

A student who fails a course will be invited to a student development committee (SDC) to discuss factors influencing the failure and strategies for future success. A student who fails a course for academic reasons will be granted an opportunity to remediate the course. The remediation will be developed by the course instructor, and it may include a demonstration of competency of content including but not limited to written, oral or practical exam formats.

Second Course Failure

In the event that a student fails a second course, dismissal from the program will be considered. The student will be referred back to the SDC for a discussion surrounding the factors influencing the failure. The SDC will also assess the student's displayed capacity to meet the competencies of the physician assistant program, overall academic performance and professional issues to include attendance, history of minimum

competency reviews and citizenship within the program. The SDC will make a recommendation to the program director to either grant the student the opportunity to remediate the course or to dismiss the student from the program. It is the program director who makes the final decision on whether to support remediation or dismissal. If remediation is granted, the process will be developed by the course coordinator as stated in the above section.

Third Course Failure

In the event that a student fails a third course, the student will be automatically dismissed from the program.

Students must score a 79 percent or higher on a course remediation in order to pass. Failure of a course remediation will be considered an additional course failure.

Please see Appendix F for a copy of the course remediation policy.

POLICY ON PROGRAM PROBATION

The UNE PA program reserves the right to place a student on program probation for any concern revolving around academic issues, issues with professionalism, or behavior deemed inappropriate for a health professions student. Duration and components of the probation are determined by faculty and the program director and are designed to ensure that each student meets the competencies of the profession.

LEAVE OF ABSENCE

Per the Westbrook College of Health Professions policy, a leave of absence (LOA) can be requested by a student or recommended by the advisor, program director or student development committee (SDC). 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. The petition form is available at http://www.une.edu/sites/default/files/grad_loa_-_withdrawal_request_0.pdf.

If a student qualifies for a leave of absence, they must complete the entire program within three years (36 months) of initial matriculation. Return to the program from a medical leave of absence must be approved by the UNE medical officer.

DISMISSAL

It should be clearly understood that the University of New England physician assistant program, after due consideration and process, reserves the right to dismiss a student at any time before graduation if circumstances of a legal, moral, behavioral, ethical, health or academic nature justify such an action. Recommendations for dismissal will be made by the student development committee to the program director.

POLICY ON STUDENT REQUEST FOR CLINICAL ROTATION SITE DEVELOPMENT

Policy #2015 - 3

The University of New England Physician Assistant Program allows students to submit a request for site development. The following apply to such requests:

- a. The request must be made via standard form.
- b. The form must contain accurate, up to date contact information in order to proceed through processing.
- c. The site for which the student is requesting development must return all required program and University of New England documents before the deadline announced to students in November of each year.
- d. Failure of the requesting student to supply accurate information on the request for site development or failure of the site in development to return all completed documentation prior to established deadline will negate the opportunity for submitting student to have a rotation assigned at that site.
- e. The student, by action of submitting request for site development, acknowledges that the delay mandated by having to wait on all supporting documents will diminish the number of rotation site possibilities available for student assignment, should the site fail to meet all requirements for development.
- f. Each student is limited to two request for site development.
- g. The University of New England Physician Assistant Program reserves the right to decline site development of any site that, through the development phase, is revealed to be unable to meet program established criteria that would ensure a meaningful and robust student experience.
- h. It is expected that students will submit requests for site development only for elective and selective rotations.

POLICY ON ASSIGNMENT OF STUDENTS TO CLINICAL ROTATIONS

Policy #2015 – 2

The University of New England Physician Assistant Program will assign each student to clinical rotations based on the following factors:

- a. Capacity of site to meet Program training and administrative criteria.
- b. Effectiveness of student experience as determined by previous student evaluation of the rotation and Program evaluation of the site and preceptors.
- c. In cases involving sties requiring a high degree of academic and/or clinical skill in order to obtain full advantage of the clinical opportunity, the Program reserves the right to make assignments based on student performance in the didactic phase and/or performance in completed rotations.
- d. The primary responsibility for student assignment lie with the Clinical Coordinator who may also consult the Associate Clinical Coordinator, Academic Coordinators and other Program faculty as necessary during the process of student assignment.
- e. The following will have no bearing on student clinical rotation assignment:
 1. Socio-economic status of the student.
 2. Race/ethnicity of the student
 3. Marital Status
 4. Whether or not a student is parent
 5. Student's request for consideration regarding placement for matters other than health issues of the student or immediate family member.

Students will be allowed to submit preferences to the Clinical Coordinator in regards to geography, medical specialty and/or desire to be placed in an area that allows the student to complete the majority of their clinical rotations within a single hospital clinic system (POD). However, assignment to a POD will

be determined by lottery system to assure all interested students have an equal opportunity to receive that selection. Geographic and specialty preferences will be considered if an appropriate clinical rotation site is available. Multiple students request for a certain geographic or medical specialty will all be assigned via a lottery system.

f. Each student will be given the opportunity to meet with the Clinical Coordinator once to discuss possible rotation sites. This meeting will be documented on a student advisory form with salient points of the discussion outlined and expected outcomes clearly defined. The form will be signed by the Clinical Coordinator and the student and entered into the students file. The Clinical Coordinator will determine on a case-by-case basis if additional meetings are warranted. If such meetings occur, the meeting must be documented on student advisory form and signed by the student and Clinical Coordinator.

g. Appeals for special consideration based on personal or immediate family health issues must be made in writing to the Clinical Coordinator. The clinical coordinator will bring all appeals for special consideration to the full faculty and program director for discussion and decision.

PROGRAM ASSESSMENT AND PROCEDURE POLICY

Policy #2016 - 01

Background: The University of New England Physician Assistant Program administration and faculty recognize the necessity of a structured, on-going process of self-assessment in support of our efforts to meet our mission of graduating clinicians with a strong foundation of clinical knowledge, assessment and diagnostic skills, prepared to function as effective members of healthcare teams.

Structure of the UNEPA Program Assessment Process will allow a multi-faceted approach to gather data, analyze data and institute change if that change will allow for improvement in the achievement of the goals and learner outcomes within the program.

Didactic Year Assessment:

Course Evaluations – course evaluations will occur within sixty days of completion of the prior semester, for courses occurring within said semester.

Interim Course Evaluations – at the discretion of the Associate Program Director for Assessment and the Academic Coordinator, mid-course evaluations or post module evaluations may be instituted if the faculty determines an issue regarding student progression within a particular component of a course

The faculty will review student progression on a monthly basis during faculty meeting via presentation of over-all class performance on exams and other evaluations occurring in the previous month.

Students of concern are reviewed during the faculty meetings on a weekly basis.

Appropriateness of learner outcomes and instructional objectives will be performed by the faculty member coordinating courses during course review and preparation for course presentation on a yearly basis.

Group advisement will occur twice during each semester.

Individual student advisement will occur whenever program the faculty determine need or whenever requested by a student.

Each course coordinator will apply test item analysis for each multiple-choice examination and make appropriate changes to question bank for future reference.

A focus group consisting of class officers will be assigned a faculty member, or members to serve as a direct conduit for voicing of concerns by the student body.

Exam remediation and proper documentation of outcome will be analyzed in comparison with over-all student performance previous to the end of didactic year to determine areas of concern and anticipate efforts that may need to be added to the clinical year experience for student/s.

Clinical Year Assessment:

Student submission of clinical year tasks completed will be reviewed on a monthly basis by faculty, with the data presented by the clinical coordinator(s)

The student evaluation of preceptors and clinical sites submitted into Typhon will be reviewed by the faculty at the end of each rotation via data sheets presented to faculty advisors from the clinical coordinator (s).

Student performance on end of rotation exams will be monitored by the Associate PD for Assessment. Trends will be compared to student feedback to determine if cause exists to evaluate the testing instrument, update syllabi, or expand preceptor preparedness efforts.

The Clinical Coordinator will share with the full faculty the facts surrounding preceptors of concern, the remediation and follow-up plan.

Weekly logs of student contact, preceptor/site contact/concerns, recruitment efforts are submitted to the PD office each Monday. These logs are used to track program's efficiency in monitoring the administration of the clinical year, assure follow-up of detected issues and document communication with students and preceptors.

Data will be collected regarding number and nature of contacts with students and preceptors on a semester basis with analysis of trends with the goal being to utilize the information to assure quality in the administration of the clinical year and detect issues that may be improved.

Over-all Program Assessment:

PAKRAT scores will be analyzed to determine areas identified across the first year class where scores may indicate a global lack of content knowledge. This data will be used to plan enrichment of content across the curriculum during both didactic and clinical year experiences. The PAKRAT scores of students during their clinical year will be analyzed to determine content areas that the end of rotation seminar construction may be guided.

PANCE scores will be compared to national performance results and analysis of content area breakdown will be compared to course evaluations, assessment results, remediation history and exit surveys to determine area of strength and weakness within the program and initiate a plan for improvement.

Graduate surveys will be utilized to determine program effectiveness in regards to outcomes that may be measured by factors including employments, graduate evaluation of program effectiveness in preparing them for entering the profession and employer opinion of appropriateness of training and proficiency of our graduates.

PROGRAM PROBATION POLICY

Policy #2015 - 1

The University of New England Physician Assistant Program reserves the right to place any matriculated student on Program Probation. Program Probation is an internal policy utilized to facilitate the monitoring of students with academic and/or concerns regarding behavior. Probationary status implies the student is being monitored regarding either their academic progress or for behavior/professional concerns.

The length of the probationary status is determined on a case-by-case basis and criteria for removal of the probationary status will be discussed with the student at time of initial placement on probation. This action may be initiated by any faculty member and must be approved by the Program Director. Students placed on probationary status are not eligible for participation in extra-curricular activities requiring a time commitment that may distract them from effectively managing the issues precipitating placement on probationary status. Placement on program probation does not impact, in anyway, other probationary status within the University of New England.

SITE AND PRECEPTOR SELECTION POLICY

Policy #2016 - 01

The University of New England Physician Assistant Program strives for excellence in the provision of quality clinical site placements for our students during clinical year of the program. In support of this goal, the following measures are taken to assure a clinical site meets program qualifications:

The faculty offers a safe environment, conduction to learning:

- a. A physical structure that offers student parking
- b. A well-lighted parking lot
- c. Security support if situation in a high risk area
- d. Space for the student to access medical records and reference materials
- e. Work space for the physician assistant student
- f. Adequate numbers of support staff- minimum one clerical support and once clinical support.
- g. Access to medical records via Electronic Health Records or paper charts
- h. Supervision of physician assistant student:
 - i. A licensed physician, physician assistant or nurse practitioner must be on site at all times providing direct supervision of student.
 - j. Preceptors must allow students to obtain history, perform physical examinations and development treatment plans to be orally presented to the preceptor.
 - k. Under no circumstance should the student be allowed to discharge a patient from care;
 - l. Students may not write prescriptions;
 - m. Students may not order laboratory or diagnostic studies independently.
 - n. Preceptors should assure students are afforded an adequate number of patient visits and adequate time to complete the visits.
 - o. Students should be afforded the opportunity to see patients across a range of acuity consistent with the practice in which they are assigned.

5. Loss of License:

Preceptors must notify program immediately if for any reason their license is suspended, revoked or if they are placed under a consent order.

Students will be re-assigned to either another licensed clinician within the practice, or to a different site.

6. Format of Site Evaluation:

Sites will undergo in-person evaluation every three years at minimum if the site is located in the Northeast of the United States.

Distant site will undergo evaluation via skype or similar program, again – at minimum every three years. New sites, or sites that have not been utilized in the prior three years will be evaluated via in-person visit or via skype prior to the placement of student.

PROGRAM POLICY ON RESPONSE TO STUDENT IN CRISIS

Policy #2015 -01

The University of New England Physician Assistant Program will respond to self report of a student in crises or report of peer and/or university or community official in the following manner:

- a. Immediately make contact with the student.
- b. Arrange for two members of the faculty, or a faculty member and the program director to meet personally with the student as soon as possible.
- c. In cases involving threat to life or health of student, activation of community emergency services will occur.
- d. For cases in which there is no immediate threat to life or health of student, a faculty member will contact counseling services to arrange immediate assistance for the student and accompany the student to the counseling center. Faculty members will not participate in the counseling session unless asked specifically by the student to do so.
- e. When appropriate, and with the student's permission, a peer will be identified to assist in support of the student.
- f. Any action taken will be documented and placed in student file.
- g. The UNE PA Program maintains a cell-phone with a faculty member at all times to be used for student crisis. The definition of a crisis is reviewed yearly with students.

Appendix A: UNE Physician Assistant Technical Standards

A student in the Physician Assistant 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, 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 using verbal, written and reading skills, in a manner that demonstrates sensitivity to patients, their families and all members of the health care 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 or alternative reasonable means.

❖ Motor

The ability to participate in basic diagnostic and therapeutic maneuvers and procedures (e.g. palpation, 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 period of sitting, standing, or moving are required in the classroom, laboratory, and during clinical experiences.

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

❖ **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 health care 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 & classmates, patients and other members of the health care 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: Physician Assistant Competencies

A list of competencies for the physician assistant profession was created and adopted by four organizations—NCCPA, AAPA, ARC-PA and PAEA and can be found at <https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf>. The UNE physician assistant program has also adopted these competencies.

Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations. Physician assistants are expected to understand, evaluate, and apply the following to clinical scenarios:

- evidence-based medicine
- scientific principles related to patient care
- etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- signs and symptoms of medical and surgical conditions
- appropriate diagnostic studies
- management of general medical and surgical conditions to include pharmacologic and other treatment modalities
- interventions for prevention of disease and health promotion/maintenance
- screening methods to detect conditions in an asymptomatic individual
- history and physical findings and diagnostic studies to formulate differential diagnoses

Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and other individuals within the health care system. Physician assistants are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients
- use effective communication skills to elicit and provide information
- adapt communication style and messages to the context of the interaction
- work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
- demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
- accurately and adequately document information regarding care for medical, legal, quality, and financial purposes

Patient care includes patient- and setting-specific assessment, evaluation, and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable. Physician assistants are expected to:

- work effectively with physicians and other health care professionals to provide patient-centered care
- demonstrate compassionate and respectful behaviors when interacting with patients and their families
- obtain essential and accurate information about their patients
- make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
- develop and implement patient management plans

- counsel and educate patients and their families
- perform medical and surgical procedures essential to their area of practice
- provide health care services and education aimed at disease prevention and health maintenance
- use information technology to support patient care decisions and patient education

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- professional relationships with physician supervisors and other health care providers
- respect, compassion, and integrity
- accountability to patients, society, and the profession
- commitment to excellence and on-going professional development
- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- sensitivity and responsiveness to patients' culture, age, gender, and abilities
- self-reflection, critical curiosity, and initiative
- healthy behaviors and life balance
- commitment to the education of students and other health care professionals

Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and p. 4 Competencies for the PA Profession other information resources for the purposes of self- and practice-improvement. Physician assistants must be able to assess, evaluate, and improve their patient care practices. Physician assistants are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- locate, appraise, and integrate evidence from scientific studies related to their patients' health
- apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness
- utilize information technology to manage information, access medical information, and support their own education
- recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others

Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part. Physician assistants are expected to:

- effectively interact with different types of medical practice and delivery systems

- understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively
- practice cost-effective health care and resource allocation that does not compromise quality of care
- advocate for quality patient care and assist patients in dealing with system complexities
- partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes
- accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- apply medical information and clinical data systems to provide effective, efficient patient care
- recognize and appropriately address system biases that contribute to health care disparities
- apply the concepts of population health to patient care

Appendix C: Westbrook College of Health Professions Graduate Program Progression Policies
Effective: 2018-2019

I. Admissions

- A. PREAMBLE: The Westbrook College of Health Professions (WCHP) promotes diversity in its student body and non-discrimination in its policies. This effort is supported by the Office of Intercultural Student Engagement, whose goal is “to promote a welcoming and inclusive campus environment that supports the leadership development, social experience and academic persistence among all students, with an emphasis on those from traditionally under-represented groups on campus.” (<http://www.une.edu/ise>)
- B. AN APPLICANT TO ANY GRADUATE PROGRAM IN WCHP MUST:
1. Hold at minimum a baccalaureate degree from a regionally accredited U.S. College or University or the equivalent from any non-U.S. institution. (*Some exceptions apply*).
 2. Have a cumulative undergraduate grade point average (GPA) of 3.0 or higher (on a 4.0 scale) for all credits earned or for the last 60 credit hours. This standard may be waived if the applicant demonstrates exceptional quality in other elements of the individual graduate program’s admission standards.
 3. Meet any other standards established by the graduate program the student is applying to enter, if applicable. (e.g. Technical standards, criminal background check).
 4. Meet the minimum required TOEFL score (if non-English speaking).
 5. Provide a transcript and letter of good academic and professional standing from the Program Director/Chair if previously enrolled in a professional program of a similar discipline and requesting transfer of credit. (Exception MSW).
 6. Comply with the University’s Immunization Policy prior to matriculation.

C. IT IS RECOMMENDED THAT AN APPLICANT:

Provide documentation of volunteer and/or job-shadowing experience in settings represented by the profession of interest. Preparation for any professional degree is enhanced by an increased familiarity with the unique roles and responsibilities of that profession. In some WCHP programs, job-shadowing is required for application to the program.

II. Academic Standards

A. ATTENDANCE AND PARTICIPATION:

Graduate education is demanding and exacting. Students are expected to be present, prepared for class, and actively engaged as evidenced by critical thinking and meaningful participation. Absences can and do

occur, but students should inform their instructors in advance if they know they will be absent. Each program is responsible for clarifying expectations and requirements when absences occur.

B. GRADING:

All programs in the Westbrook College of Health Professions use the following scale to determine grades:

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

NOTE: Fractional numeric grades are rounded at the discretion of the instructor.

NOTE: Standards for Pass in Pass/Fail courses are determined by each program.

C. GRADE POINT AVERAGE (GPA):

Equivalent quality points assigned to grades are as follows:

A	4.0	B-	2.75	D	1.00
A-	3.75	C+	2.5	F	0.00
B+	3.5	C	2.0		
B	3.0	C-	1.75		

D. GRADE STANDARDS:

1. A minimum GPA of 3.0 (both cumulative and per semester), or “Pass” in each Pass/Fail course, is required for good standing in Physical Therapy (PT), Athletic Training (AT), Nurse Anesthesia (NA), Occupational Therapy (OT), and Social Work (SW). A minimum GPA of 2.0 (both cumulative and per semester), or “Pass” in each Pass/Fail course, is required for good standing in the Physician Assistant (PA) program. Falling below that standard at any time may result in a referral to the Student Development Committee (SDC) for review, and could result in probation or dismissal. Students on probation who are unable to return to good standing in the time specified by the program may be subject to dismissal from the program.
2. A course grade of “C+“ or below (PT, AT, NA, OT, SW) OR “C-“ or below (PA) in a graded course, or “Fail” in a Pass/Fail course, may result in immediate referral to the SDC for review, and ordinarily results in one or more of the following: a delay in the student’s progress, placement on probation, and/or additional consequences and specific requirements including dismissal from the program as recommended by the SDC and documented per the process outlined in Section III.B.
3. If it is determined to be appropriate for a student to retake a course, a grade of “B” or better (OT), B- or better (AT, NA, PT, SW) or “C” or better (PA), or “Pass” in a Pass/Fail course, is expected. Failure to achieve this standard will ordinarily result in dismissal from the program. **NOTE: The WCHP Progression Policies are currently being revised to reflect the PA policy that a 79 percent, not a “C” or better, is expected.**

4. The award of an Incomplete (“I”) at the end of a term does not meet pre-requisite minimum grades standards for subsequent course work. An “I” will result in an alteration to subsequent semester registration.

(See section “III. Student Progression” for procedural details)

E. EXPECTATIONS FOR PROFESSIONAL BEHAVIOR:

Students enrolled in WCHP 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.

It is expected that students will:

1. Read and agree to comply with the policies and procedures outlined in the *UNE Student Handbook* (link provided here): <http://www.une.edu/studentlife/handbook>
 - a. Content: Policies and procedures, including the University Conduct Code, which governs the conduct of all UNE students.
 - b. Context: Applies to all on-campus and UNE-sponsored off-campus activities, including clinical observations, clinical/ field experiences, and community service.
2. Become familiar with the Code of Ethics for their chosen profession, and to uphold these standards in all relevant settings:
 - a. Athletic Training:
<https://www.nata.org/membership/about-membership/member-resources/code-of-ethics>
 - b. Nurse Anesthesia:
[https://www.aana.com/docs/default-source/practice-aana-com-web-documents-\(all\)/code-of-ethics-for-the-crna.pdf?sfvrsn=d70049b1_2](https://www.aana.com/docs/default-source/practice-aana-com-web-documents-(all)/code-of-ethics-for-the-crna.pdf?sfvrsn=d70049b1_2) .
 - c. Occupational Therapy:
<https://www.aota.org/Practice/Ethics/code-of-ethics.aspx>
 - d. Physical Therapy:
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf
 - e. Physician Assistant:
<https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>
 - f. Social Work:

3. Adopt the following standards of professional behavior, applicable to students across all health professions. Students are expected to progressively develop these skills and abilities during their course of study and to endeavor to maintain these standards in all on-campus and UNE-sponsored off-campus activities, including clinical and fieldwork experiences and relevant community service. These specific professional behaviors include the demonstration of:
 - a. Communication Skills- communicate effectively (i.e. verbal, non-verbal, electronic, reading, writing, and listening) for varied audiences and purposes.
 - b. Interpersonal Skills – interact effectively with patients and clients, families, colleagues, other health care professionals, and community members.
 - c. Cultural Sensitivity – be aware of, respect, and acknowledge cultural differences.
 - d. Problem Solving – recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
 - e. Use of Time and Resources – manage time and resources effectively to obtain the maximum possible benefit.
 - f. Responsibility – be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
 - g. Critical Thinking - question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences and assumptions; and distinguish relevant from irrelevant information. Utilize, analyze, and critically interpret scientific evidence to develop a logical argument, and to understand how bias affects the decision making process.
 - h. Use of Constructive Feedback – solicit and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
 - i. Commitment to Learning – self direct learning and continually seek and apply new knowledge, behaviors, and skills.
 - j. Health and Wellness – identify sources of stress and implement effective coping behaviors in relation to self, patient/clients and their families, members of the health care team and in life balance.
4. Familiarize themselves with the policies and procedures of host institutions for their clinical or field work placements and to act in accordance with those guidelines. (Students should refer to the relevant policies of the specific institution and/or consult with clinical preceptors or supervisors).
5. Dress appropriately for the professional context and institutional setting, whether in a campus, community, or clinical setting. Usually this means “business casual” attire unless the clinical facility or fieldwork setting, or a specific event requires alternate attire. Nametags may be required or recommended in many settings. When in doubt, students should consult with their clinical instructor, site supervisor, or faculty member about specific dress code expectations or requirements at a particular facility or for a specific event.

6. Deliver safe, competent care and related services, all of which underscore expectations for professional practice. Specific standards of physical, social, and emotional safety are often defined within courses and clinical teaching sites. Accordingly, students need to demonstrate behaviors that uphold these standards. Failure to do may result in a referral for academic advising and/or a referral to the Student Development Committee. (See III.C).

F: VIOLATIONS OF PROFESSIONAL BEHAVIOR STANDARDS:

Improper, unethical, or unprofessional conduct may result in a referral to the Student Development Committee for review and recommendations. (This policy does not supplant the University Judicial Process, including the determination of other conduct issues, as described in the UNE Student Handbook.) Depending on circumstances, a confirmed violation of professional behavior standards may result in (a) remediation prior to progressing further in the program, (b) receiving a failing grade in a course, or (c) dismissal from the program. In all cases, students will receive written notice regarding the nature of the professional behavior violation, its consequences, and any stipulated conditions for continuation in the program. All documentation related to professional behavior and/or conduct violations will become part of the student's permanent record.

III. Student Progression:

In addition to course grades and clinical or field evaluations, student progression is monitored through three processes: (1) regular instructor evaluation of assignments and performance; (2) program level review through regularly scheduled Comprehensive and/or other Student Reviews; and (3) Student Development Committee (SDC) reviews as needed. Comprehensive reviews are the responsibility of the faculty of each program. Each program also has an SDC, comprised of a minimum of three faculty members. Program Directors ordinarily do not serve on the SDC, and membership may include faculty from other college programs. The primary function of the SDC is to conduct reviews of student performance in order to assess whether a student can progress in a program, make a determination of student status, and make recommendations for action when a student has failed to maintain academic and professional behavior standards, whether in class, clinical setting, or community.

A. EVALUATION OF ASSIGNMENTS AND PERFORMANCE

The most sensitive and detailed assessment of student progress is that which is conducted on an everyday basis through the evaluation of assignments in the classroom and clinical performance. To enhance success, performance concerns should be addressed with the student by the instructor as soon as they arise and not held for mid-term reviews, or end-of term grades. This may also lead to involvement of the student's advisor and/or the SDC as determined by the faculty member.

B. COMPREHENSIVE STUDENT REVIEW:

At a pre-determined time or times in each semester, the faculty of each program will conduct a comprehensive review of student performance. Students' standing is defined as follows:

1. Good Academic Standing: Students who meet the minimum standards and requirements set by the program and UNE. Students in good standing may continue to progress without restriction toward graduation.
2. Probationary Standing: Students who do not meet minimum grade standards or who violate professional behavior expectations.

Any concerns newly identified by the Comprehensive Student Review may be referred for advising or to the SDC for resolution:

1. Referral for Advising: When initial or minor concerns are first noted by a faculty member at or prior to the Comprehensive Student Review, the respective faculty member will notify the student and may notify the student's academic and/or clinical/field advisor to review the circumstances in person or via conference call, and with the student. The content and action steps determined at any such meeting will be documented and available to the student in writing.
2. Referral to Student Development Committee: If a resolution cannot be reached at the level of the advisor, or the concerns are substantial in nature, then the matter is commonly referred to the SDC for a formal review.

C. STUDENT DEVELOPMENT COMMITTEE REVIEW

SDC reviews are intended to support students' academic progression, and are required in cases where a student is failing to maintain academic standards in the classroom or field placement, is suspected of engaging in professionally inappropriate behavior, or is suspected of violating academic integrity. An SDC review can be recommended by any faculty, including the student's advisor or Program Director (PD), or the faculty as a whole as an outcome of the Comprehensive Student Review. In the event of an alleged student role in a professional behavior violation, any aggrieved or responsible party may request in writing that an SDC Review be conducted. Through the review process, the SDC is responsible for examining the concerns cited, evaluating merits, determining student status, and recommending a course of action.

1. Responsibilities of the Committee Chair:

The SDC Chair is responsible for notifying all involved parties, including the student, when a formal SDC review is required. Notification should include the circumstances and rationale for the meeting. When the rationale includes clinical or fieldwork concerns, every effort will be made to include relevant parties from the clinical or fieldwork site in the meeting, either in-person, conference call or videoconference.

2. Responsibilities of the Committee:

The SDC is responsible for:

- a) Gathering information pertinent to the stated concerns from all relevant parties, including the identified student, faculty, advisors, preceptors or field instructors.
- b) Making recommendations as to the status of the student:
 - i) Probation: Probationary status allows a student to continue under certain specific criteria as determined by the SDC at a formal review. Students placed on probation will receive a letter from the PD outlining the conditions of probation and the steps required to return to good standing. Barring any exceptional circumstances, students who do not return to good standing within the specified time frame will be dismissed from the program.
 - ii) Return to good standing: Once a student has successfully completed the criteria specified in the SDC Review to the satisfaction of the SDC, the Committee will recommend to the

faculty body/PD and the PD will send a letter to the student indicating return to good standing.

iii) Dismissal: Students may be dismissed for a variety of reasons, including but not limited to: 1) failure to meet minimum grade standards; 2) clinical/ field work failure; 3) failure to remove probationary status; and/or 4) violation of professional conduct expectations.

c) Formulating and recommending action steps:

The SDC will develop and recommend a plan of action to be taken to achieve stated outcomes, including the identification of responsible parties and expected dates of actions. This may include helping a student achieve educational objectives (e.g., remediation, use of the learning assistance center); employing alternate pathways to achieve educational objectives (e.g. extending field work hours beyond normal expectations, retaking a course, creating a targeted remediation course); or specifying other terms for a student to remain in the program. The plan of action also defines the criteria for success (e.g. performance needed to remove probationary status) or consequences of failure to achieve identified goals (e.g. progression delay, extension of probation, program dismissal).

3. Responsibilities of PD/Faculty

The SDC recommendation regarding student status and plan of action are made following the meeting(s) and communicated to the program director/ faculty in writing. The PD reviews the report and seeks clarification if needed. The PD then communicates the action steps to the student in writing. To insure the greatest chance for a successful outcome, educational and professional behavior concerns should be identified as early as possible, and the SDC Review process initiated promptly.

4. Responsibilities of the Student:

The student is required to participate in the SDC Review process either in person or via conference call. This includes providing information as requested and playing an active role in the development of the action steps.

5. Responsibilities of the Program Director:

The PD has a unique role as a member of the faculty while also providing administrative oversight for all program functions. The PD will review the determination of status to ensure that policies have been followed and procedures implemented. In the case that the PD believes that there are any potential concerns about the process, such as procedural irregularities or additional information that should be considered, the PD will communicate these concerns to the SDC for reconsideration. The SDCs recommended action steps will be reviewed by the PD for logistical viability (faculty workload, support services, etc.). The PD will then either approve the plan as is or recommend modifications to the SDC. Following this step, the SDCs recommendation of status and action steps will again be forwarded to the PD/ faculty. The PD communicates in writing the final outcome to the student.

6. Responsibilities of the Associate Dean(s):

The Associate Dean(s) serves as a consultant to the SDC and PD regarding policies and procedures on an as needed basis.

7. Student Appeals:

A student has the right to appeal to the Dean decisions affecting progression following the process outlined in the UNE Student Handbook.

D. ADDITIONAL PROCEDURES:

1. Leave of Absence (LOA). A LOA can be requested by a student, or recommended by the advisor, PD or SDC. 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 PD, 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. The petition form is available at:

[http://www.une.edu/sites/default/files/grad_loa - withdrawal request 0.pdf](http://www.une.edu/sites/default/files/grad_loa_-_withdrawal_request_0.pdf)

2. Withdrawal: Students wishing to withdraw for any circumstance must complete the required University withdrawal form. Official withdrawal also requires approval by the PD. This petition form is available at: [http://www.une.edu/sites/default/files/grad_loa - withdrawal request 0.pdf](http://www.une.edu/sites/default/files/grad_loa_-_withdrawal_request_0.pdf)

IV. Appeals, Grievances, and Complaints Other Than Academic Progression

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 PD.

A student or class representative may bring grievance or complaint about programmatic issues to a faculty member or the PD. 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.

V. Remediation/Support/Learning Assistant

Remediation is a process through which a student experiencing difficulty works to improve unsatisfactory performance and/or professional behavior. The intent is to increase the likelihood of a student's educational and professional success. It is a formal process, developed by faculty in conjunction with the student, and formally documented with specific measurable and attainable outcomes. It may be initiated on the recommendation of a faculty member or required by the Student Development Committee, based on the judgment that the concern has the potential to be successfully addressed through reasonable strategies using available resources.

Any student who is offered the opportunity to remediate, whether recommended or mandatory, is strongly encouraged to seek input from the academic advisor, the PD, and other relevant stakeholders. The terms specified in an approved plan must be successfully completed within the specified time lines of the plan.

Failure to successfully complete the terms of a mandatory remediation plan will result in dismissal from the program.

Students are strongly encouraged to make full use of the services of the Student Academic Success Center (SASC): <http://www.une.edu/studentlife/portland/portland-student-academic-success-center> . 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.

VI. Academic Integrity Policy of the University of New England:

“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.”

Appendix D: Student Time Away Form



**UNIVERSITY OF NEW ENGLAND
PHYSICIAN ASSISTANT PROGRAM
Student Time Away Request Form**

While it is the policy of the program that student attend all classes, labs, rotations and other program related functions, the program understands student may have exceptional events which might keep them from classes or program activities. Any student requesting time away for an exceptional event must complete and submit this form and submit it to the Academic Coordinator in person at least **one month** in advance of the event. Time off may be granted for **no more than 2 days**. The approval of each request is made on an individual basis and there is no guarantee the approval will be granted. Time away may not be possible to grant during a semester whose schedule is not yet completed.

In the event the request is granted, students are responsible for all material missed including examinations. If a student will be missing an examination, they are to expect to take that exam immediately upon return to campus. This exam may be in a different format than the original examination given to the rest of the students.

Student Name (PRINT): _____

Class: _____

Requested date(s) off: _____

Reason for Request: _____

Student Signature: _____

Date Submitted: _____

Program Use Only

Request Approved: _____ Not Approved: _____ Date: _____

Signature: _____

Comments:

**** Can be found on Blackboard Under: Schedule & General Info or Picked up in Main Office**

Appendix E: Needle stick/Bodily Fluids Exposure Guidelines

If any student believes he/she has been exposed, the student should:

1. **Immediately** cleanse the affected area:
 - Wash needle sticks and cuts with soap and water
 - Flush splashes into the nose, mouth or skin with water
 - Irrigate eyes with clean, water, saline or sterile irrigates
2. If the exposure occurs during the Academic year at an IGEP Site, **immediately** report the exposor to the faculty member in attendance and proceed to step #3 above

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

3. **Immediately** seek medical evaluation and treatment. If there is no establish protocol on site, seek treatment at the closest Emergency Department
4. Within 2 hours, notify the Academic Coordinator(s) if during the didactic year or the Clinical Coordinator(s) if during the clinical year.
5. Complete and submit the Student Exposure Form to either the Academic Coordinator or Clinical Coordinator as described above within 24 hours.

Appendix F: Course Remediation Policy

Requirements for successfully passing a course (including didactic courses and clinical rotations) are outlined in each course syllabus. A final grade of 74 percent or greater is a consistent requirement for passing all courses, and additional requirements for passing may vary among courses. In the event that a student fails a didactic course, the program may provide certain opportunities for remediation of the course as follows. For clinical year failures (course or rotation), please see clinical-year handbook for its policies.

First Course Failure

A student who fails a course will be invited to a student development committee (SDC) to discuss factors influencing the failure and strategies for future success. Students failing a course for academic reasons will be granted an opportunity to remediate the course. The remediation will be developed by the course instructor, and it may include a demonstration of competency of content including but not limited to written, oral or practical exam formats.

Second Course Failure

In the event that a student fails a second course, dismissal from the program will be considered. The student will be referred back to the SDC for a discussion surrounding the factors influencing the failure. The SDC will also assess the student's displayed capacity to meet the competencies of the physician assistant program, overall academic performance and professional issues to include attendance, history of minimum competency reviews and citizenship within the program. The SDC will make a recommendation to the program director to either grant the student the opportunity to remediate the course or to dismiss the student from the program. It is the program director who makes the final decision on whether to support remediation or dismissal. If remediation is granted, the process will be developed by the course coordinator as stated in the above section.

Third Course Failure

In the event that a student fails a third course, the student will be automatically dismissed from the program.

Students must score a 79 percent or higher on a course remediation in order to pass. Failure of a course remediation will be considered an additional course failure.

Student Exposure Form

This form is to be complete when there has been a student needle stick or bodily fluid exposure and submitted (via fax 207.221.4711 or e-mail Academic or Clinical Coordinator within 24 hours of the exposure. Students must also directly report the exposure incident to the Academic or Clinical Coordinator within 2 hours of the exposure.

Date: _____

Name of Student: _____

Date and Time of Exposure: _____

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).

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

Date and time PA program was notified: _____

Name of person notified at the Program: _____

Signatures: Student: _____ **Faculty** _____

Student Accident Report

Immediately notify either the Academic Coordinator(s) or the Clinical Coordinator(s) of the event and submit this report to the Program (Fax 207.221.4711) within 24 hours an accident/injury occurring while on an IGEP or clinical rotation site. *(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.

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

Was the PA program (Academic/ Clinical Coordinator) notified? Yes No

Date and time PA program was notified: _____

Did you miss time from the IGEP site or Clinical rotation? ___ Yes ___ No

If yes, how many day(s)? _____

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

Student Signature

Date