PHYSICIAN ASSISTANT PROGRAM STUDENT HANDBOOK

Class of 2025

REV DVillmore_7-13-23

REV DVillmore_7-13-23

REV DVillmore_7-13-23

WELCOME TO THE UNE PA PROGRAM

Dear UNE Physician Assistant Student,

Welcome and thank you for entrusting your medical education to the faculty at the University of New England! We are excited about embarking on this journey with you to become a competent and compassionate Physician Assistant (PA). You are truly in a special place. Our program is the only accredited PA program in Maine. Since its inauguration in 1996, our program has experienced tremendous growth. Currently, the PA program accepts 50 students into a class. The curriculum consists of a didactic and a clinical phase. The didactic portion lasts 12 months and the clinical portion lasts 12 months.

It is our mission to guide your learning of the scientific principles absolutely necessary in the practice of medicine from a primary care perspective. It is equally our mission to aid your learning about the social, economic, environmental, and administrative aspects of medicine influencing the health and wellbeing of diverse individuals over the lifespan. Your training will prepare you to engage in the scientific and social science principles that underlie disease while meeting the challenges of a changing healthcare system. The program places special emphasis on training primary care healthcare providers who are professional, compassionate, skilled, and knowledgeable about the healthcare needs of our aging population and those who reside in underserved rural and urban communities.

To meet our mission, the UNE PA Program's experienced and motivated faculty and staff are committed to student support and success. Teaching and learning may take place in online, hybrid, or face to face platforms. Pedagogical methodologies employed to facilitate learning include early clinical experiences in the didactic phase of training, simulations, standardized patient encounters, case-based learning, interprofessional education, and lectures from subject matter experts. The ability to navigate through a changing healthcare landscape not only requires knowledge, but also leadership abilities.

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

Each student is required to sign the accompanying attestation form acknowledging the receipt and review of the Handbook. **Signature Form**: https://forms.office.com/r/gWVtcHdEsV

Your signature further denotes your understanding of its content and the content of the other supportive handbooks and policies referenced in the document. On behalf of the faculty and staff, thank you for choosing the UNE PA program to provide your medical education. Indeed, you have made an excellent decision!

Sincerely,

Dana L. Villmore, PhD, PA-C
Program Director / Assistant Clinical Professor
Physician Assistant Program

REV DVillmore_7-13-23

SECTION I: GENERAL PROGRAM INFORMATION

Introduction

The University of New England (UNE) Physician Assistant (PA) Program Student Handbook outlines specific policies and procedures pertaining to the UNE PA Program. The UNE PA Program Student Handbook is designed to supplement existing University policies and procedures with policies and procedures specific to the UNE PA Program.

Students are responsible for the information in this UNE PA Program Student Handbook, the UNE Student Handbook, and the WCHP Graduate Program Progression Policies. Later, in the second-year phase of the program, students are additionally responsible for information in the UNE PA Clinical Year Handbook. The UNE PA Program Student Handbook is to be **used in conjunction** with the policies and procedures outlined in the following handbooks and documents, and it is required that students will:

> 1. Read and comply with the policies and procedures outlined in the **UNE PA Program Student Handbook** for your specific cohort.

> 2. Read and agree to comply with the policies and procedures outlined in the **UNE Student Handbook** (access: http://www.une.edu/studentlife/handbook), including the University Conduct Code, which governs the conduct of all UNE students and applies to all on-campus and UNE-sponsored off-campus activities, including clinical observations, clinical rotations, and community service.

> 3. Read and comply with the policies and procedures outlined in the **Westbrook College of Health Professions Graduate/Professional Program Progression Policies.** https://www.une.edu/sites/default/files/2022-07/GradProgPolicies_AY20222023_FINAL.pdf

> 4.Read and comply with the **Code of Ethics for the PA Profession.** https://www.aapa.org/download/56983/ for the delivery of safe, competent care and related services, all of which underscore all aspects of professional practice. Students are expected to demonstrate behaviors that uphold those standards. Failure to do so may result in a referral for academic advising and/or a referral to the Student Development Committee.

The UNE PA Program Student Handbook should be used as a guide for students, faculty, and staff regarding day to day procedural activities in the PA program. Specific guidelines and additional regulations for the clinical year will be found in a separate Clinical Year Handbook.

The UNE PA Program reserves the right to amend policies. The Program Student Handbook is subject to continuous review and improvement. Therefore, modifications to this document may be made at any time during the academic or clinical year. Students will be notified of any changes to the handbook in written form via their UNE email accounts. Students are subject to all guidelines, procedures, and regulations of the most recent version of the handbook. Students are provided the most current version of the handbook as it becomes available in May of each year.

The purpose of the UNE PA program is to prepare individuals to possess the knowledge, skills, behaviors, and professionalism to practice as PAs. Upon meeting all program and graduation requirements, UNE grants a Master of Science degree.

UNE Physician Assistant Program Mission Statement, Vision, Core Values, and Goals

Mission Statement:

The mission of the UNE Physician Assistant Program is to prepare master's level primary care physician assistants to be highly skilled members of interprofessional healthcare teams.

Vision:

The UNE PA Program's vision is to become a recognized leader in northern New England for the education and training of high-quality PA healthcare providers. We strive to teach our graduates to become leaders and partners with all members of an interprofessional healthcare team. The UNE PA Program will prepare our graduates to:

1) Provide high quality, patient-centered and evidence-based, equitable healthcare to diverse populations of patients.
2) Work in rural, underserved, and geriatric populations, with an understanding of the special needs of these populations.
3) Advocate for the health and social needs of patients and their communities, thereby addressing and overcoming health disparities and barriers, with the goal of finding innovative ways to develop healthier communities through provision of equitable care.

Core Values:

Similar to the core values of the physician assistant profession, the UNE PA Program's values are:

- Excellence in clinical care – through education and lifelong learning
- Integrity and professionalism – as a PA and in providing patient care
- Empathy – for patients, their families, and the community
- Interprofessional collaboration – as a member of the healthcare team
- Diversity, equity, and inclusion – delivery of equitable, inclusive, patient-centered care to a diverse population of patients, with cultural humility

Goals:

The ongoing goals of the UNE PA Program are:

- Goal 1: Maintain ARC-PA accreditation.
- Goal 2: Maintain curriculum designed to educate students meeting all the entry-level PA competencies (according to PAEA, AAPA, NCCPA, and ARC-PA competencies).
- Goal 3: Recruit qualified applicants from underrepresented backgrounds.
- Goal 4: Contribute to the PA workforce needs of New England.
- Goal 5: Graduate clinicians knowledgeable about the aging population and competent to practice in rural and underserved populations.

Physician Assistant Program Learning Outcomes

The mission of the program is accomplished by having graduates who meet the goals of the educational process. Graduates of the UNE Physician Assistant Program will show competency in the following areas:

1. **Knowledge for Patient-centered Practice:** Demonstrate knowledge about established and evolving biomedical and clinical sciences, resources surrounding this information, and the application of this knowledge to individualized patient-centered care. (*Cultural Humility, +Quality Improvement)

Competencies:
a. *Demonstrate an understanding of the basic sciences of anatomy, physiology, and pathophysiology and apply this knowledge in the diagnosis and treatment of diseases.
b. Formulate an appropriate list of differential diagnoses for a given chief complaint.
c. *Elicit a detailed, accurate history and perform a thorough, appropriate physical examination.
d. +Apply the principles of pharmacotherapeutics in the patient-centered cost-effective treatment of patients.
e. +Demonstrate an understanding of how to order and interpret appropriate diagnostic tests in a cost-efficient fiscally responsible manner.
f. Competently perform or assist in the performance of diagnostic and therapeutic procedures.
g. *Recognize normal and abnormal health states.
h. +Discern among chronic, acute, urgent, and emergent disease states.
i. +*Formulate and implement appropriate patient-centered evidence-based management plans.
j. +Demonstrate the adept use of technology to access up to date scientific evidence to inform clinical reasoning, clinical judgement, and evidence-based patient-centered management plans.

2. **Communication:** Demonstrate effective interpersonal, professional, and clinical communication skills.

    Competencies:
    a. *Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
    b. +Demonstrate accurate, concise, and appropriate documentation in the medical record.
    c. *Demonstrate the ability to develop meaningful therapeutic relationships with patients and their families to define the patient's health care goals.
    d. *+ Identify and utilize optimal modalities for effective communication with patients, families, healthcare providers and the public.

3. **Interprofessional Collaboration:** Demonstrate the ability to engage with a variety of other healthcare professionals in a manner that optimizes safe, effective, patient- and population-centered care.

    Competencies:
    a. *Effectively coordinate care.
    b. *Work collaboratively and effectively as members of a team to identify and address the patients' unique health care needs, using the unique and complementary abilities of all team members.
    c. *Develop relationships and effectively communicate with physicians, other health professionals, and healthcare teams.
    d. +*Accurately determine which patients require other team members to participate in the delivery of care to achieve the patients' goals
    e. +*Identify and refer to appropriate diverse team members who complement one's own professional expertise to provide individualized patient-centered healthcare.
    f. +*Engage members of the healthcare team in the surveillance and identification of community resources to overcome barriers and sustain and improve health.
    g. +Accurately articulate the appropriate scope of PA practice, and one's role to patients, families, communities, and other professionals.

4. **Society and Population Health:** Recognize how the larger community affects the health of patients. Integrate knowledge of social determinants of health into healthcare decisions. Provide compassionate and competent healthcare to patients of all ages and backgrounds, with special emphasis on underserved, rural, and geriatric populations.

   Competencies:
   a. +*Incorporate health promotion and disease prevention into a patient care practice.
   b. *Demonstrate cultural humility and responsiveness to diverse patient populations, including diversity in sex, gender identity, sexual orientation, age, culture, race, ethnicity, socioeconomic status, religion, and abilities.
   c. *Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and communication needs.
   d. *Recognize the cultural norms, needs, influences, and socioeconomic, environmental, and other population level determinants affecting the health of the community being served.
   e. +*Recognize the potential impacts of the community, biology, and genetics on patient care decisions.
   f. +*Locate and secure resources for patients within a given community.
   g. +*Identify and problem-solve removal of patient and provider identified barriers.
   h. +*Utilize appropriate resources to make evidence-based decisions.
   i. +*Provide person-centered care that includes patient- and setting-specific assessment, evaluation, and management and healthcare that is evidence-based, supports patient safety, and advances health equity.
   j. *Advocate for your patient toward the achievement of patient-centered healthcare goals.
   k. *Demonstrate cultural humility: Demonstrate an awareness of one's personal and professional beliefs, biases, attitudes, actions, and knowledge deficits that would adversely affect patient-centered care.
   l. *Demonstrate an understanding of the medical and social issues that affect the geriatric patient and provide appropriate management of these problems.
   m. +*Identify the special dynamics of providing healthcare to rural or underserved populations, and barriers that exist in that care.

5. **Professionalism, Legal aspects, and Ethics of the PA in Healthcare:** Demonstrate an understanding of the historical and contemporary role of the physician assistant in the healthcare system. Demonstrate a commitment to practicing medicine in ethically and legally appropriate ways and emphasizing professional maturity and accountability for delivering safe and quality care to patients and populations.

   Competencies:
   a. *+Practice medicine in a beneficent manner, recognizing and adhering to standards of care while attuned to advancing social justice.
   b. *+Demonstrate the ability to admit mistakes and take accountability for actions.
   c. *+Discuss and explore ethical issues in a thoughtful non-biased manner that respects the autonomy of patients while demonstrating beneficence and non-maleficence.
   d. *Demonstrate respect for the dignity and privacy of patients, maintaining confidentiality in the delivery of team-based care.
   e. +Articulate the appropriate scope of PA practice.
   f. *Establish healthy boundaries to support effective partnerships.
   g. +*Demonstrate accountability to patients, society, and the profession.

9

     h.   *Demonstrate responsiveness to patient needs that supersedes self-interest.
     i.   Demonstrate an understanding of the regulatory environment.

6. **Health Care Finance and Systems:** Articulate the essential aspects of value-based healthcare and apply this understanding to the delivery of safe and quality care.

Competencies:
     a.   +*Recognize stewardship of resources as a factor in the to care for patients by providing care in a cost conscious, fiscally responsible manner.
     b.   +*Demonstrate the defining characteristics of value-based healthcare including quality of service vs. quantity of service, and appropriate billing and coding.
     c.   *+Identify and resolve issues in the health system that affect the access, quality, and safety of patient care.
     d.   Articulate an understanding of the PA's role and productivity as it impacts the finances of the business of medicine.
     e.   Articulate the value of the collaborative physician/PA relationship.

The following are interwoven among various courses and experiences within the program. Please see previous outcomes with the following identifiers: *Cultural Humility, +Quality Improvement

7. **Quality Improvement, Self-assessment, and Lifelong Learning:** Demonstrate the ability to learn and implement quality improvement practices by engaging in critical analysis of one's own practice experience, the medical literature, and other information resources for the purposes of self-evaluation, lifelong learning, and practice improvement.

8. **Cultural Humility:** Develop a state of openness toward understanding and respecting important aspects of other people's cultural identities, including an awareness of one's personal and professional beliefs, biases, attitudes, and actions that affect patient care. Develop a commitment to ongoing personal and professional development surrounding cultural competence and humility.

Physician Assistant Program Technical Standards

A student in the PA program must have abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral/social. All students admitted to the program must meet 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. The student must request accommodations through the Student Access Center.

Please refer to **Appendix A** for the list of technical standards.

Competencies for the Physician Assistant Profession

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

REV DVillmore_7-13-23

Please refer to the following link or **Appendix B** for the list of competencies.
https://www.aapa.org/download/90503

Professional Organizations

Students are required to join the following PA professional organizations:

- The American Academy of Physician Assistants (AAPA) https://www.aapa.org/
- The Student Academy of the American Academy of Physician Assistants (SAAAPA): the student chapter of AAPA. Students are informed of important SAAAPA issues effecting PA education and practice. https://www.aapa.org/about/aapa-governance-leadership/student-academy/
- The Maine Association of Physician Assistants (MEAPA): the state chapter for AAPA. https://www.mainepa.com/, https://www.facebook.com/meapa4me/

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

Faculty and Staff Contact Information

Name	Position	Phone#	Email
Dana Villmore	Program Director, Assistant Clinical Professor	207-221-4525	dvillmore@une.edu
Diane Visich	Associate Director of Assessment Clinical Professor	207-221-4266	dvisich@une.edu
Meredith Wall	Academic Coordinator Associate Clinical Professor	207-221-4527	mwall1@une.edu
Chris Bates-Withers	Assistant Clinical Professor	207-221-4633	cbateswithers@une.edu
MacKenzie Towns	Assistant Clinical Professor	207-221-4552	mbohlen@une.edu
Thomas White	Clinical Professor	207-221-4524	twhite4@une.edu
Elizabeth Held	Clinical Year Coordinator Assistant Clinical Professor	207-221-4440	eheld@une.edu
Elizabeth Cavallaro	Clinical Placement Coordinator	207-221-4528	escottcavallaro@une.edu
Amy LaBelle	Program Operations	207-221-4529	agrindell@une.edu
Joseph Wolfberg	IGEP Site & Medicine Bag Co-Coordinator	207-221-4465	jwolfberg@une.edu
Laura Grover	Program Assistant IGEP Site & Medicine Bag Co-Coordinator	207-221-4597	lgrover3@une.edu

Clinical Team Email: unepa_clinical@une.edu

The PA program offices are located on the third floor of Hersey Hall on the Portland Campus.
The main office (room 311) hours are 7:30am to 4:30pm.

REV DVillmore_7-13-23

SECTION II: REQUIREMENTS PRIOR TO PROGRAM MATRICULATION AND THROUGHOUT THE PROGRAM

Health Insurance
All full-time students are required to have and maintain health insurance throughout their entire time in the PA program. Information regarding student health insurance is available at: https://www.une.edu/student-health-insurance. All insurance policies are not the same. Students purchasing non-University health insurance coverage should ascertain what is and what is not covered by their policy **and should be certain that it includes coverage for bloodborne pathogen exposure, since this is the most commonly encountered injury during clinical training.**

Physical Examination
All matriculating students in any health professions program at UNE are required to undergo a physical exam prior to the start of classes. **All students must have these completed with results submitted to *PRISM* and the University Health Center portal** (https://une.medicatconnect.com/) **by 11:59pm on May 19th, 2023.** If this is not completed, the student will not be allowed to begin the program. Links to forms and the Student Health Portal are found here: https://www.une.edu/studentlife/shc

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

Each student is required to provide proof of all required immunizations, tuberculosis (TB) tests (see below section on Student Health Records Management for more information), and titer testing prior to matriculation. **All students must have these completed with results submitted to *PRISM* and the University Health Center portal** (https://une.medicatconnect.com/) **by 11:59pm on May 19th, 2023. Varicella and Hepatitis B repeat series may be in process.** Students are also responsible for providing the PA program with a signed health information access waiver and a copy of their immunizations posted to *PRISM*. If these requirements are not met, students may not be allowed to begin the program. **Students must also keep all required immunizations current. If there is any lapse in immunization status, the student may be removed from classes, resulting in delayed graduation.**

Required Immunizations and Documentation:
- Measles-Mumps-Rubella (MMR) – both dose 1 and 2.
- Hepatitis B (HepB) – doses 1, 2, and 3.
- Varicella – doses 1 and 2 OR provide date of disease.
- Tetanus-Diphtheria-Pertussis – must have TDaP form within 10 years and be current until the date of graduation.
- Influenza – must be current and renewed annually each fall by October 1st.
- COVID-19 – must be current and renewed according to current CDC recommendations.

Required Titers and Documentation (quantitative proof of immunity):
- Measles, Mumps, Rubella (MMR) – **only** needed if no documentation of vaccination exists.
- Varicella – **only** needed if no documentation of vaccine or prior infection exists. Positive titer indicates immunity to varicella. If titer is negative, the student is considered a non-responder and

will need two doses of varicella vaccine separated by a least 4 weeks. A second titer is not needed according to the CDC due to the second series being sufficient for acquiring immunity.

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

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

Drug Screenings

Students are required to complete drug screens for illicit substances prior to clinical rotations and occasionally at times during clinical rotations as needed. Students are responsible for the costs of these screenings. While recreational and medical marijuana are considered legal in the state of Maine, marijuana use is prohibited by any institution that receives federal funding, including UNE. Furthermore, medical sites may have more stringent requirements than the local/state laws and students rotating at those sites should assume that any drug use, including medical and/or recreational marijuana, is prohibited.

Background Checks

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 of the costs associated with the initial and any subsequent background checks. **It is the responsibility of the student to contact licensing boards to ensure that any adverse findings on a background check will not be a barrier to certification or licensure.**

Also note that additional drug screens and testing may be required by certain clinical sites (e.g. proof of protective immunization through additional testing, two-step PPD, chest x-ray, drug screens, etc.). Students must meet these additional requirements and must do so at their own expense. Students should note that clinical rotations sites require this information before the start of the rotation and that many sites will not allow the student to start the rotation until such information is provided. Sites may also have additional requirements that must be completed prior to starting the rotation. Students are responsible for all costs associated with background checks, immunizations, and drug screenings.

Student Health Records Management: EXXAT PRISM

The PA Program, clinical site affiliates, and licensing boards have requirements relative to one's criminal background, immunizations, certifications, and drug screenings. The PA Program utilizes EXXAT's *PRISM* platform to track this information, along with the UNE Student Health Center. **It is your professional responsibility as a matriculating PA student at UNE to use this platform and keep all information current and up-to-date with both *PRISM* and the UNE Student Health Center (Medicat) while enrolled in the program.**

Each student is responsible for-uploading proof of the following to *PRISM* and Medicat:
- Pre-matriculation physical examination (submitted by May 19th, 2023).
- Immunizations (see http://www.une.edu/student-health-center) submitted by May 19th, 2023.
- TB testing (*Note*: The PA Program, rotation sites, and *PRISM* require a 2-step PPD or Quantiferon Gold annually which differs from (and replaces) the UNE requirement.) submitted by May 19th, 2023.
- Current American Heart Association BLS certification submitted by May 19th, 2023.
- Background checks: completed or in process by May 1st, 2023.

Health Insurance Portability and Accountability Act (HIPAA) Training Requirements
Students must maintain their Health Insurance Portability and Accountability Act (HIPAA) training each year through the University HIPAA Compliance Office. Students must complete HIPAA recertification prior to matriculation and renew annually. Failure to complete HIPAA recertification will result in a delay in the start of the PA program or the start of the clinical year, and will delay graduation. The training link will be sent via email.
The Full HIPAA Policy and Manual may be found at: http://www.une.edu/research/compliance/hipaa-and-une.

Occupational Safety and Health Administration (OSHA) / University Precaution and Student Exposure Risk Training Requirements
Safety of students, patients, and other healthcare providers is critical to the health and wellbeing of all. PA students can reasonably anticipate that they will come in contact with blood and/or other potentially infectious materials. Therefore, all students must complete the UNE OSHA training prior to the clinical year. Failure to complete annual UNE OSHA training recertification will result in a delay in the start of the clinical year, and will delay graduation. Students must be compliant with OSHA and universal precaution requirements including the use of gloves, care of sharp objects, use of eyewear, protective clothing, and other precautionary measures. The training link is found in Brightspace.

REV DVillmore_7-13-23

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

Basic Life Support (BLS) for the Health Care Provider and Advanced Cardiac Life Support (ACLS)

Students are required to be certified in *Basic Life Support for Healthcare Provider* **through the American Heart Association** prior to matriculation. Students must keep current BLS certification throughout the entirety of the 24-month program on their own. BLS recertification courses are available throughout the year by the University. Certification must be granted by the American Heart Association. Failure to do so will result in a delay in the start of the didactic and/or clinical year. **This is to be posted to *PRISM* before May 17th, 2023.**

In addition, students must successfully complete an AHA Advanced Cardiac Life Support (ACLS) course during their didactic year spring semester provided by the PA program regardless of prior certification status. This will ensure quality content for all students and allow for certification to remain valid throughout the clinical year and after graduation while the credentialing process for clinical positions is being completed. Students must be currently certified in BLS in order to take the ACLS course, so it is imperative to remain BLS certified. Students who fail to obtain or maintain certification will be delayed and/or removed from clinical participation.

Matriculation Assignments
Medical Terminology
Students will be required to complete an online medical terminology exam within the first two weeks of the program. This test will not include symbols or pharmacologic terms. If students feel their professional background has not provided a foundation in medical terminology, it is highly recommended they prepare for this exam via utilization of a medical terminology study guide – numerous are available via book suppliers.

"Surviving PA School" Reading
Matriculating students are required to read and be prepared to discuss the following book: Bielinski, John Jr. Surviving PA School: Secrets You Must Unlock to Excel as a Physician Assistant Student. 2nd ed. Deerfield, IL: RTC Publishing, March 2020. ISBN-13: 978-1939418982, ISBN-10: 193941898.

SECTION III BOOKS, EQUIPMENT, AND DRESS CODE REQUIREMENTS

Book List

The booklist will be sent out to all incoming students prior to matriculation in a letter from the Program Director in April 2023. Many of the required books are available through the UNE library. Some required books must be purchased through the UNE Bookstore or other sites of your choice.

Scrubs, White Jackets, and Name Tags

- **Scrubs:** Students will need at least two sets of solid-colored scrubs with their first and last names embroidered legibly on the tops, i.e. John Doe. Students can also put PA-S after their name if they wish. The font should be in print, not cursive, for legibility. Scrubs are worn at least three times a week in the first semester and at least once a week thereafter for the anatomy, clinical assessment, and integrating seminar courses. For the anatomy course, students may choose to have a separate pair of scrubs that is less expensive than their clinical assessment scrubs to be used while in the cadaver lab due to chemical and tissue exposures.
- **Short White Jacket/Coat:** You are required to purchase a short white clinical coat with long sleeves to be used for all clinical and simulation experiences. Your class may decide to purchase new short white coats at the end of your didactic year for the White Coat ceremony and your clinical rotations. Short white coats denote student status. Once you graduate from the program and transition to a full-time clinician, you will wear long white coats.
- **Nametags, IDs, and Patches:**
  - Students are required to wear a UNE PA student name tag during their didactic and clinical training. Failure to do so demonstrates a lack of professionalism, as this is a requirement at future places of employment for healthcare providers.
  - ID badges are produced during orientation and serve as a swipe card, allowing access into the skills lab practice area, study rooms, and main building entrances after hours/on weekends.
  - UNE PA student patches for the white coat are required for the second year only and can be purchased through the UNE bookstore prior to clinical rotations.

Required Medical Equipment

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

- Oto-ophthalmoscope set (Welch Allyn full size/3.5-volt diagnostic set with traditional ophthalmoscope)
- Stethoscope (Littman Cardiology IV)
- Reflex Hammer
- Tuning forks – 128cps and 512cps
- Sphygmomanometer with child, adult, and large blood pressure cuffs
- Examination gown ("Johnnie") that ties in the back
- Examination drape (flat twin sheet, white)
- Medical bag
- Metric tape measure

- 6" clear ruler

Computer Requirements

Each student is required to bring a PC or MAC laptop computer to class and exams. Due to incompatibility with certain software, speed of download, restricted keyboard space and storage capacity, **the use of tablets is not allowed for taking exams.** However, students do often use a tablet in addition to their laptop to take notes in class since they are more hygienic than laptops.
Student laptops must meet the following requirements for our Exam Soft testing program: https://examsoft.com/resources/examplify-minimum-system-requirements. Examplify will not run on Chromebooks, Android, or Linux operating systems. It also does not support touchscreen input devices on Mac or Windows laptops. **Students are responsible for having adequate internet speed and bandwidth to access University resources and submit assignments by their deadlines while not on campus.**

Smartphones and Smartwatches

Smartphones are required to access medical apps during many classes, but are not allowed during examinations or other graded assessments.

Smartwatches are also prohibited during examinations or other graded assessments.

Dress Code Requirements

As you prepare for your career as health professionals, and in accordance with the Westbrook College of Health Professions policy, PA students are expected to maintain the highest possible standard of appearance and maintain a professional wardrobe. As is expected in the professional workplace, students are expected to be conservatively and neatly dressed in business casual and groomed throughout all phases of their professional education, whether on campus, in the community, or a clinical setting.
- Specifically, no shorts, jeans, tights, (leggings must be worn with a long tunic reaching at least mid-thigh), t-shirts, open-toed footwear, or flip flops are allowed.
- Students should wear at minimum dress slacks and open collared shirts/blouses.
- Athletic shoes and scrubs are to be worn for anatomy and clinical assessment. See section above on "Scrubs" for specifics.
- Further information regarding dress code and specific course requirements will be discussed during orientation.
- Some courses may have more stringent requirements to be compliant with OSHA standards.
- Some courses will require tank top and shorts for physical exam practice with classmates.

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

SECTION IV: GENERAL PROGRAM POLICIES

School Cancellation or Delays

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

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

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

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

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

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

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** twice daily during the didactic semesters and once daily during clinical year. The program will not be responsible if a student has outdated or missed information because of not regularly attending to their email. All correspondence is to be made through your UNE email accounts, not personal email accounts.

Emails from UNE Program personnel should be answered within one business day of receipt. Program personnel check their emails between 8am and 5pm Monday through Friday, less

frequently if they are out of the office or when they have an automatic reply on. Do not expect a response after 5pm or on weekends if it is not an emergency. For emergencies, please call the main PA program office number and leave a message AND email Amy LaBelle and the Program Director an explanation of the emergency and support needed. A reply to the request/circumstance will be given during normal business hours.

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

Program Calendar and Schedule

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

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

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

Classroom Behavior

Students, faculty 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.

The same professional behavior is expected for classes meeting via remote online conference platforms, such as Zoom. The program will expect the same rules and norms that apply in a physical classroom (like taking notes and being prepared to participate by asking and answering questions) to be followed. Professional courtesy dictates that **video cameras must be turned on at all times**. If this presents a challenge (e.g. camera not functioning, insufficient bandwidth, etc.), faculty must be notified in advance. Students must be mindful of their appearance and surroundings, and position themselves facing a light source so they can be seen clearly. Microphones must be muted unless that student is speaking.

Students must use the raised hand, the chat function, or the follow the instructions of the lecturer to ask a question to avoid speaking over classmates. Students must join the course in as quiet a place available and be in the classroom prior to the class start time. Other browser tabs must be closed that not required for participating in that class period. Multitasking is discouraged. The success of this form of learning depends on the same commitment brought to the physical classroom.

Faculty have the authority to identify disruptive students, instruct a disruptive student to refrain from such behavior, and require that students leave the classroom if, in the judgment of the instructor, their behavior is interfering with the learning environment. In addition, sanctions may be brought against any student as outlined in the UNE 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 healthcare professional and display behavior which is consistent with these qualities. Professionalism and professional ethics are terms that signify certain scholastic, interpersonal, and behavioral expectations. The program expects nothing short of respect and professional demeanor at all times. Students enrolled in the UNE PA program are expected to conduct themselves according to the following policies, procedures, guidelines, and expectations. Students are responsible for seeking clarification of any aspect of the conduct code about which they have questions, especially in the event of receiving written notice of conduct concerns and/or violations.

All students are required to adhere to the following additional handbooks and policies:
1. **UNE Student Handbook:** http://www.une.edu/studentlife/handbook
2. **Westbrook College of Health Professions Graduate Program Progression Policies:** https://www.une.edu/sites/default/files/2022-07/GradProgPolicies_AY20222023_FINAL.pdf
3. **Code of Ethics for the PA Profession:** https://www.aapa.org/download/56983/

Policy on Student Employment

The program highly discourages students from having any outside employment during the 24-month program due to the full-time nature of the curriculum. Program expectations, assignments, deadlines, and responsibilities will not be altered or adjusted to accommodate working students. If students decide to work during their time in the program, any academic or clinical difficulties that may arise will be addressed by the Program Director and brought to the Student Development Committee for review on that student's progression in the program.

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 PA program.

Policy on Advanced Placement

There is no advanced placement which includes ACLS certification.

Policy on Experiential Learning

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

REV DVillmore_7-13-23

Policy on Transfer Credit

Transfer credits are not accepted.

Policy on Needle Stick / Bodily Fluids Exposures

Students who suspect or have experienced a blood borne pathogen exposure/needlestick should follow the guidelines as set forth in **Appendix C**. Students are required to complete the UNE training and any forms must be sent to the PA Program and Student Health Services within 24 hours at (207) 221-4242/ Fax (203) 523-1913.

Policy on Accident or Injury

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

Didactic year: If a student sustains any accidents or injuries during the didactic year while at IGEP or other activity 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 healthcare provider. IGEP or other didactic clinical 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. Submit the *Student Accident Report form* located in **Appendix D** to the Academic Coordinator via email (or fax from that healthcare facility) within 24 hours. Any and all expenses for the care and potential treatment are the responsibility of the student.

Clinical Year: If a student sustains any accidents or injuries at a clinical rotation site, the student must notify the supervising physician/preceptor 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 healthcare provider. Students must notify the Clinical Year Coordinator (CYC) within 2 hours of the exposure. Submit the *Student Accident Report form* located in **Appendix D** to the CYC via email (or fax from that healthcare facility) within 24 hours. Any and all expenses for the care and potential treatment are the responsibility of the student.

Policy on Social Media

The use of social media can be beneficial for communication with friends, family, colleagues, and in the delivery of quality healthcare. However, PA students in training have an ethical and legal obligation to be professional in behavior and to maintain patient privacy and confidentiality at all times. It is the expectation that students in this program are taking on the status of professionals and should conduct their online accounts in such a manner. The use of electronic media can sometimes result in a lack of professionalism if not used properly, and too much disclosure with social media could result in a violation of patient privacy and confidentiality. **Medical advice is not to be given on social media while you are a student as you are not licensed/certified to practice medicine. Furthermore, commenting on cases on social media is discouraged as you have not seen/examined this patient and are not a licensed/certified medical professional.** It is also important to note that social media use policies at clinical sites and future employers may be stricter than UNE PA policies. Social media use is available not only now to sites, residencies, and employers in the medical field in your career as a PA, but also what is posted now will all be accessible to them in the future. Do not expect that simply deleting a post or hiding it permanently removes it from the web. Also, be aware that professionally you can be held accountable for posts others make in which you are tagged or included and in which you do not remove yourself from association with the post. The legality of posting questionable comments, pictures, or video on social media does not exempt you from school or medical facility policies. You are still held accountable for unacceptable and unprofessional social media choices via your reputation as a

REV DVillmore_7-13-23

professional, even if the post itself is not illegal on a federal, state, or local level. **It is recommended that students do not connect with current professors, current rotation site preceptors/personnel, or current/former patients on social media. The exception would be LinkedIn, which is considered a business and employment-focused social media platform which is acceptable for connecting to current/former professors and current/former rotation site preceptors/personnel. Patients should still not be connected with even on LinkedIn.**
Please refer to: **Appendix E** on Netiquette Policy.

The following guidelines minimize the risks associated with social media:
- Students must not share, post, or otherwise transmit any patient-related information, including images, unless there is a legitimate reason to do so or a patient care related need to disclose information.
- Limiting access to postings, through privacy settings is not sufficient to protect yourself professionally or to protect a patient's privacy.
- Students should never refer to a patient, staff, co-workers, healthcare agencies, or their staff in a derogatory or disparaging manner.
- No photos or videos of people or patients should be taken on a personal device, including cell phones without written consent. Even if a picture is posted to a "limited" viewing social media site such as Snapchat, its disappearance from a user feed does not mean the image is removed from the internet all together. There is still an online record.
- When representing yourself as part of UNE or a medical professional, do not take or share a photo of anyone without the written consent of the person or, when relevant, their parent/guardian.
- Students should always maintain appropriate professional boundaries with colleagues and patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship and should be avoided.
- If in doubt, the student should consult the faculty for guidance about the appropriate use of electronic media.
- Inappropriate and unprofessional use of electronic/social media can lead to disciplinary action, including but not limited to formal reprimand, suspension, or dismissal from the PA Program. Students can be held personally liable. Such violations may result in civil and criminal penalties including fines or possible jail time in accordance with applicable laws (HIPAA).
- Refrain from using foul language and hate speech on social media. Hate speech will not be tolerated by the program and if found, will lead to an SDC referral for review of proper professional conduct.
- When posting on social media, be sure to make clear in the post that it is your personal opinion, not that of the PA Program or institution to which you belong.
- Do not post any official communication from the UNE PA Program or medical facilities to social media without written consent from UNE Communications Office or the appropriate department of the medical facility.
- Before you post, ask yourself the following: Could this post violate HIPAA, patient trust, employer trust, my future professional self, or that of my fellow students? If so, then do not post.
- Social Media accounts should not be accessed and used while in class or lab, or during clinical rotations working times. Be respectful of the faculty or visitor providing you your education by giving them your attention while in class.
- Email can be considered here as a form of social media. Once you send an email, it can be shared by anyone who receives it. Anyone who receives it as a forward can also share it.

Adapted from: UNE College of Medicine Social Media Policy Guidelines

23

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 then will have to be rescheduled at the end of the clinical year. This could delay graduation. The program does have an unofficial housing list available for students during their second year while on rotations, see Amy LaBelle for more information. Note that this list is not vetted by the program or University and we do not assume responsibility for safety of these accommodations. Students must also have reliable transportation during both the didactic and clinical years. Lack of a functioning vehicle is not an acceptable excuse for missing a class or a clinical assignment.

Policy on Travel

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

Attendance

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

Absences

While it is the policy of the program that students attend all classes, labs, rotations, and other program related functions, the program understands students may have circumstances which might keep them from classes, rotations, or program activities. Any student requesting time away for an expected/anticipated event must complete and submit the Student Time Away Request form **APPENDIX F** and submit it to the Academic Coordinator during the Didactic Year or Clinical Year Coordinator during the clinical year **prior to** the foreseen absence. These requests will be reviewed and a response will be issued within 2 business days of receipt.

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

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

Due to the rigorous demands of the program, time away in excess of 5 (five) consecutive class/rotation days cannot be granted, and a Leave of Absence will be recommended.
https://www.une.edu/sites/default/files/2020-10/University%20Withdrawal%20and%20LOA%20Request%201-18-18%20BGB%20FINAL%20Edits%20Fillable.pdf

For approved time away requests, students are responsible for all material missed including examinations, quizzes, and any in-class activities/assignments. If a student will be missing an examination within an approved absence, they are required to take that exam immediately upon their designated return to campus. The make-up exam may be in a different format than the original exam. If a deliverable occurs during a **non-excused** absence, then no make-up opportunity will be provided and a grade of zero will be given to the student.

During clinical rotations, any hours missed for an approved absence are expected to be incorporated into the remaining weeks left in the rotation, if possible, as approved by the preceptor/site coordinator. **All clinical year students must communicate any absence(s) with both the Clinical Year Coordinator AND the preceptor/clinical site.**

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

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

Policy on Course and Lecturer Evaluation Forms
Students are required to complete the PA Program, UNE, and WCHP course and instructor evaluations at the end of each semester. Students are required to complete program module and instructional faculty evaluations as well. This information is extremely valuable when decisions are made about course content and structure. Student final course grades will not be released until the required evaluation forms have been completed and submitted. Assessment grades will not be released until all instructional faculty evaluations are completed for that module.

Policy on Program Meetings
All program meetings are considered mandatory, unless otherwise stated by the program. Student meetings with faculty are confidential thus students are not allowed to bring parents, friends, or legal representatives to program related meetings unless there are specific accommodations by the SAC.

Meetings may not be recorded in any manner by the student. This includes but not limited to Advisor meetings, SDC meetings, on campus or virtual meetings, and meetings with the Program Director.

SECTION V: ACADEMIC PERFORMANCE

Submission of Assignments

Meeting deadlines is a professional responsibility. Late assignments will receive a zero in the didactic year, but must be satisfactorily completed and submitted. Late assignments in the clinical year will have 15% deducted from the grade if submitted within 24 hours of the due date, but will receive a zero if submitted after 24 hours of the due date. Again, the assignment must be satisfactorily completed and submitted. This change in the clinical year is to allow for students who may be deposed in their clinical rotation to have extra time for submission.

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

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

Policy on Reviewing Examinations

There will be no reviewing of individual exams after grading. In select courses, areas of weakness (in ExamSoft Strengths and Opportunities reports) will be given to the student for further study, but no questions will be given to students to review. Only the Student Academic Success Center (SASC) may do a supervised exam review with the student during a consultation **if SASC feels it is needed and has consulted with the course instructor**.

Policy on Question Clarification Forms and Examination Grade Changes

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

Policy on Grading

The PA 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. Some courses have additional requirements for passing, listed in their individual syllabi. 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.

Assessment / Examination Failures and Remediation Policy

It is important to ensure that students have a baseline of knowledge at the end of each module for each course as the program curriculum builds upon prior knowledge. If a student fails an end of module exam, skills practical, or other heavily weighted assessment, a minimum competency review (MCR) with the course instructor is **required.** The purpose of the MCR is to ensure that the student has sufficient comprehension of the material in order to progress forward in the program and ensure educational and professional success as a PA. The process to work through insufficient knowledge or performance during the MCR may involve a written assignment, oral exam, or other assessment the course instructor chooses that can allow the student opportunity to show proficiency in that material.

Students must email the course instructor within 24 hours of notification of failure (i.e. grade release) to request an MCR. MCRs should be scheduled and completed prior the next module exam, ideally within a week. There may be times when this may overlap with the next module, which will impact the ability to focus on the new material. A score of 79% or higher is considered successful completion of an MCR. Course specific information surrounding MCRs can be found within each course syllabus.

Students who fail to contact the instructor within 24 hours of notification will be referred to the Student Development Committee (SDC) for a breach of professionalism and additional requirements will be assigned.

Inadequate performance on the MCR (i.e. scoring below 79%) will be considered a second assessment failure and thus result in an SDC referral. A second MCR will be assigned by the course instructor which may be in a different format from the original MCR. The second MCR will focus on material the student did not show proficiency in at the first MCR and will be due within a week of the first MCR, which may be after the next module exam/assessment.

Course Failure Remediation Policy

Students who have failed to achieve the minimal required performance standard grade of 74 for a course, or any competency evaluation that is a required component of passing the course, will be considered to have failed the course and receive an incomplete grade pending remediation. Students will be granted an opportunity to formally remediate the course failure. Course remediation will be developed by the course instructor and may include a demonstration of competency of content including, but not limited to written, oral, or practical examination/assessment formats. The terms specified in an approved plan must be successfully completed before the start of the next semester. Failure of a core component of a clinical rotation (e.g. End of Rotation Exam) in the second year must be remediated prior to the mid-point of the next rotation. Failed clinical rotations due to preceptor evaluation failures will involve the repeat of the entire rotation and thus delay completion of the program by at least 6 weeks.

Successful remediation of the course failure requires that a student obtains a minimal grade of a 79 on the remediation. The maximum grade a student can achieve for a remediated failed course is a C which will replace the original grade on the transcript. Failure to complete the remediation, meet any stipulations of the remediation, or obtain a minimal of a grade of 79 will result in a failure of the course and be considered a second course failure by the program. This will result in a course letter grade assignment of an F, and automatic dismissal from the program.

Students are required to maintain a semester and a cumulative C+ (2.5) GPA in order to progress in the program. Students may not have more than 2 Cs (which may include only one remediated course as two course failures result in dismissal) on their transcripts, occurrence of such will result in automatic dismissal for failure to meet the academic standards of the program.

For students retaking a course the next year after not completing it successfully on the first attempt, a minimum grade of a 79 (C+) is required for progression in the program. If this is not met, the student will be dismissed from the program.

Students are strongly encouraged to make full use of the services of the Student Academic Success Center (SASC): https://www.une.edu/SASC. The staff of the SASC may be involved in remediation plans and their recommendations may be incorporated in order to enhance achievement of the stated goals.

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 Program/Academic Probation, 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 successfully complete all coursework in order to progress forward in the program. Additional progression policies are found in the Westbrook College of Health Professions (WCHP) Graduate/Professional Program Progression Policies:
https://www.une.edu/sites/default/files/2022-07/GradProgPolicies_AY20222023_FINAL.pdf

PA Program / Academic Warning and Probation Policies

The UNE PA Program reserves the right to place any matriculated student on Program/Academic Warning and/or Program/Academic Probation.

Program/Academic Warning Status

The initial step in the intervention process is typically Program/Academic Warning. When these concerns are first noted, the Program Director will notify the student of their Program/Academic Warning status in writing along with a referral to the Student Development Committee (SDC) for review of their progress in the program (see section below on SDC for more information). The student must then reach out to their academic advisor within 24 hours of notification of Program/Academic Warning status to schedule a one on one meeting prior to the SDC meeting. The advisor will discuss the SDC process with the student and help to gather information pertinent to the SDC meeting for review by the SDC chair.

Academic Warning status is a program-specific status that provides early intervention surrounding academic progress. A student reaches Academic Warning Status after 2 assessment failures within the same semester. This may include two different assessments OR one assessment with an accompanying failed MCR. The SDC meeting will review the progress of the student in the program and identify

potential contributing factors to the student's academic difficulties. Recommendations on how to improve academically along with stipulations on how/when the student can return to good academic standing will also be outlined.

Program Warning is an early intervention for one professionalism concern. The SDC meeting will review the progress of the student in the program and identify potential contributing factors to the student's professionalism concern. Recommendations on how to improve professionalism along with stipulations on how/when the student can return to good program standing will also be outlined.

For both types of Warning, the student is required to participate in the SDC Review process either in person or virtually. This includes providing information as requested and playing an active role in the development of the action steps to improve academic performance or professionalism. The SDC will then make recommendations to the Program Director and the student will be notified of these recommendations by the Program Director in writing.

Criteria for removal from Program/Academic Warning Status must be met **within 30 calendar days** of the SDC meeting. If criteria are met, Program/Academic Warning Status will be removed. If the criteria for Program/Academic Warning Status are not met within the defined period, the student will advance to Program/Academic Probation. Importantly, Program/Academic Warning Status occurs **only once** during the program. Repeated violations (additional two assessment failures OR one professionalism concern) automatically default to Program/Academic Probation.

At the discretion of the faculty and/or the Program Director, students may be referred directly to the SDC without being on (or bypassing) Academic Warning for other concerns that have been identified in order to make recommendations and support the student (see section below on SDC for more information). The SDC will then make recommendations to the Program Director and the student will be notified of these recommendations by the Program Director in writing.

Program/Academic Probation Status

PA Program Probation is a status that falls under the WCHP Graduate College Progression Policy
https://www.une.edu/sites/default/files/2022-07/GradProgPolicies_AY20222023_FINAL.pdf
This status is reportable to credentialing and/or state licensure bodies and will appear on student transcripts.

Students will be automatically placed on PA Program/Academic probation if they are not removed from Program/Academic Warning Status within the designated time frame or do not meet the stipulations of returning to good program/academic standing.

If an additional two assessment failures occur after being on Academic Warning, the student will be placed on Academic Probation. If a student has a single course failure, they will be placed on Academic Probation. See course syllabi for what would constitute an automatic course failure.

If a student is found to have violated academic integrity, the student bypasses Academic Warning and will be automatically placed on Academic Probation (see Academic Integrity policy below).

If a student fails two courses while in the program (which is up to 36th months in the case of a Leave of Absence), this bypasses Academic Probation and will lead to dismissal from the program. A failure of a course remediation would constitute a second course failure and thus lead to dismissal.

If one additional professionalism concern while on, or after being on, Program Warning, the student will be placed on Program Probation.

The Program Director will notify the student of their Program/Academic Probation status in writing along with a referral to the Student Development Committee (SDC) for review of their progress in the program (see section below on SDC for more information). The student must then reach out to their academic advisor to schedule a meeting within 24 hours of notification of Program/Academic Probation status. The advisor will discuss the SDC process with the student and help to gather information pertinent to the SDC meeting for review by the SDC chair.

The SDC meeting will review the progress of the student in the program and identify potential contributing factors to the student's academic or professionalism difficulties. For Academic Probation, recommendations on how to improve academically along with stipulations on continuation in the program will also be outlined. For Program Probation, recommendations on how to improve professionalism along with stipulations on continuation in the program will also be outlined. The student is required to participate in the SDC Review process either in person or virtually. This includes providing information as requested and playing an active role in the development of the action steps to improve academic performance or professionalism. The SDC will then make these recommendations to the Program Director and the student will be notified of these recommendations by the Program Director in writing.

Once a student is on Program/Academic Probation, they will be kept in this status for the remainder of the current semester as long as the half way point of the semester has not been reached. If this occurs after the half way point of the semester, Probation status will be carried over to encompass the entire next semester. If the student fails one other assessment or violates academic integrity again while on Academic Probation, they will be dismissed from the program. If the student has one other professionalism concern while on Program Probation, they will be dismissed from the program.

Criteria for removal from Program/Academic Probation Status must be met within the above-mentioned time frame. If criteria are met, Program/Academic Probation Status will be removed. If the criteria for Program/Academic Probation Status are not met within the defined period, the student will be dismissed from the program. Importantly, Program/Academic Probation Status occurs only once during the program. Repeated violations (additional one assessment failure OR one professionalism concern), even if off of Probation, automatically default to dismissal.

Academic Integrity Policy

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

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

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Actions that destroy or alter the work of another student.
4. Multiple submissions of the same paper or report for assignments in more than one course

without permission of each instructor.

5. Plagiarism: the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own.

Adapted from: UNE WCHP Graduate/Professional Program Progression Policies

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

Assignments generated by artificial intelligence (AI) are also considered a form of academic dishonesty.

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

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

Student Development Committee

The Student Development Committee (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 review of student progress. 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.

The SDC is responsible for:
- Gathering information pertinent to the stated concerns from all relevant parties, including the identified student, faculty, advisors, preceptors or field instructors.
- Making recommendations as to the status of the student:

  1) Probation: Probationary status allows a student to continue in the program under certain specific criteria as determined by the SDC at a formal review. Students placed on probation will receive a letter from the Program Director outlining the recommendations of SDC, conditions of probation, and the steps to continue in the program. Barring any exceptional circumstances, students who have an additional academic failure, violation of academic integrity, and/or professionalism concern will be dismissed from the program (see Program/Academic Probation Status section above for more information).
  2) Return to good standing from Program/Academic Warning: 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 Program Director that the student has

returned to good standing and the Program Director will send a letter outlining this to the student (see Program/Academic Warning Status section above for more information).
3) Dismissal: Students may be dismissed for a variety of reasons, including but not limited to: failure to meet minimum grade/GPA standards; two course failures which include clinical rotations; failure to meet stipulations outlined by SDC while on Program/Academic Probation status; an egregious violation of academic integrity (as determined by the Dean of WCHP); and/or egregious violations of professional conduct expectations.

- 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 rotation 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 Program/Academic Warning status and thus return to good Program/Academic standing) or consequences of failure to achieve identified goals while on Program/Academic Warning (progression delay, deceleration, or placement on Program/Academic Probation) or program dismissal.

Leave of Absence and Withdrawal

Leave of Absence (LOA): Per the Westbrook College of Health Professions policy, a LOA can be requested by a student, or recommended by their advisor, the Program Director, 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 Program Director, who has final approval. Leaves of absence can be requested for academic, medical, or other personal reasons, and are granted for a period not to exceed one year. **If a student qualifies for a leave of absence, they must complete the entire program within three years (36 months) of initial matriculation. Return to the program from a medical leave of absence must be approved by the UNE medical officer and/or Student Health.**
The petition form is available at:

If the student is cleared to return from a LOA, the student will be considered on Independent Study for those semesters that they have already successfully completed. Independent study would allow for that student to audit courses they already completed in order to stay current on content and also integrate into the new cohort. Those semesters that have not been successfully completed must be fully repeated by the student. Tuition costs may incur and the student should discuss with Financial Aid for a possible tuition forgiveness/aid for those repeated semesters.

Withdrawal: Students wishing to withdraw for any circumstance must complete the required University withdrawal form. Students are encouraged to review the UNE policies for withdrawals, dates, and the consequences of the timing of the withdrawal submission. Official withdrawal also requires approval by the Program Director. This petition form is available at: https://www.une.edu/sites/default/files/2020-10/University%20Withdrawal%20and%20LOA%20Request%201-18-18%20BGB%20FINAL%20Edits%20Fillable.pdf

Program Dismissal

It should be clearly understood that the UNE PA 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. Please see above sections on Program/Academic Probation and Student Development Committee for more information. Recommendations for dismissal will be made by the SDC to the Program Director. Student who are dismissed from the PA Program may **not** reapply to the program.

Policy on Program Completion

While it is understood that unforeseeable circumstances may lead to delayed progression in the 24-month PA curriculum, all students must successfully complete the entire UNE PA Program in no more than 36-months from initial matriculation. A student who is not able to complete the full 24-month program within 36 months for initial matriculation will be dismissed from the program.

SECTION VI: STUDENT SUPPORT SERVICES

Faculty Advisors

All students are assigned a faculty advisor. The role of the faculty advisor is to provide academic advising relative to a student's academic progress and success in the program. In addition to regularly scheduled meetings, students are encouraged to meet with their advisor more frequently if they are having academic and/or personal challenges that may impact their performance in the program. Since faculty and staff may not provide medical care or advice to our students, other support services (see below) may be recommended for matters regarding a student's physical, psychological, and emotional health.

UNE Student Health Services

At the UNE, we take pride in the high-quality healthcare services we provide. For student convenience and ease of access, we offer health centers on both our Biddeford and Portland campuses. We are staffed with highly qualified practitioners and support staff to provide complete services compatible with primary care offices. https://www.une.edu/studentlife/shc

LOCATION

Linnell Hall, lower level, Portland Campus

APPOINTMENTS

To make an appointment, call (207) 221-4242 or stop by. Same-day walk-in appointments are not guaranteed.

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

Counseling Services on Portland Campus

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

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

Office: Lower Level, Linnell Hall, Portland Campus

Phone: (207) 221-4550

Student Academic Success Center (SASC)

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

To make an appointment for tutoring or any of their services go to une.tutortrac.com or visit the SASC website at https://www.une.edu/SASC

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

Phone: (207) 221-4247

Student Access Center (SAC)

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

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

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

SAC on the Portland campus is located in the lower level of Linnell Hall and may be reached by calling (207) 221-4418.
SAC on the Biddeford campus is located in the lower level of Stella Maris Room 131 and may be reached by calling (207) 602-2815.

Title IX Office and Resources

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

- UNE Discrimination and Harassment Policy: The PA program requires that all matriculating students abide by the UNE Policies as defined in the UNE Student Handbook. These are available on the UNE website at: https://www.une.edu/studentlife/handbook.

- The University policy on Discrimination and Harassment is available at: https://www.une.edu/sites/default/files/2021-11/UNE%20Non-Discrimination%20Anti-Harassment%20and%20Sexual%20Misconduct%20Policy_11-11-2021_Final.pdf

Crisis and Self-Help Resources

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

Emergency Numbers

UNE SECURITY
From campus: Ext. 366
From anywhere:
(207) 283-0176

CRISIS RESPONSE
An off-campus resource, available 24 hours/day.
(888) 568-1112

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

Additional. Local and statewide resources are listed on the following UNE link:
https://www.une.edu/self-help-resources

COVID-19 Policies

Please refer to the most recent UNE Onward policy, which changes periodically based on CDC guidelines: https://www.une.edu/onward

Expectations for Student Conduct: Students will be expected to follow the policies of the University regarding COVID-19 precautions and requirements while at UNE or UNE sponsored events. Students in the clinical setting must follow the policies of the clinical setting regarding PPE and other COVID-19 precautions. Failure to comply with the UNE policies regarding vaccination, masking, physical distancing, or other safety measures may result in the student being denied entry to the classroom and/or a conduct violation with appropriate sanction per the Student Code of Conduct.

Request for COVID-related Accommodations: Student requests for accommodations regarding participation in on-campus classes and other activities, face covering requirements, or other COVID-19 related requirements should be directed to the Student Access Center (SAC). Only SAC staff have the authority to grant these accommodations to students.

Revisions of PA Program Handbook Policies and Procedures

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

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

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

REV DVillmore_7-13-23

APPENDIX A: UNE Physician Assistant Technical Standards

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

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

❖ **Observation**

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

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

❖ **Communication**

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

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

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

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

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

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

REV DVillmore_7-13-23

❖ **Motor**

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

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

❖ **Intellectual**

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

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

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

❖ **Behavioral and Social Attributes**

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

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

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

APPENDIX B: Physician Assistant Competencies

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

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

Introduction

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

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

Background

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

Methods

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

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

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

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

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

1. Englander R, Cameron T, Ballard AJ, Dodge J, Bull J, Aschenbrener CA. Toward a common taxonomy of competency domains for the health professions and competencies for physicians. Academic Medicine. 2013 Aug1;88(8):1088-94.

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

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

2. Interpersonal and Communication Skills

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

2.1 Establish meaningful therapeutic relationships with patients and families to ensure that patients' values and preferences are addressed and that needs and goals are met to deliver person-centered care.

2.2 Provide effective, equitable, understandable, respectful, quality, and culturally competent care that is responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.

2.3 Communicate effectively to elicit and provide information.

2.4 Accurately and adequately document medical information for clinical, legal, quality, and financial purposes.

2.5 Demonstrate sensitivity, honesty, and compassion in all conversations, including challenging discussions about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics.

2.6 Demonstrate emotional resilience, stability, adaptability, flexibility, and tolerance of ambiguity.

2.7 Understand emotions, behaviors, and responses of others, which allows for effective interpersonal interactions.

2.8 Recognize communication barriers and provide solutions.

3. Person-centered Care

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

3.1 Gather accurate and essential information about patients through history taking, physical examination, and diagnostic testing.

3.2 Elicit and acknowledge the story of the individual and apply the context of the individual's life to their care, such as environmental and cultural influences.

3.3 Interpret data based on patient information and preferences, current scientific evidence, and clinical judgment to make informed decisions about diagnostic and therapeutic interventions.

3.4 Develop, implement, and monitor effectiveness of patient management plans.

3.5 Maintain proficiency to perform safely all medical, diagnostic, and surgical procedures considered essential for the practice specialty.

3.6 Counsel, educate, and empower patients and their families to participate in their care and enable shared decision-making.

3.7 Refer patients appropriately, ensure continuity of care throughout transitions between providers or settings, and follow up on patient progress and outcomes.

3.8 Provide healthcare services to patients, families, and communities to prevent health problems and to maintain health.

4. Interprofessional Collaboration

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

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

4.2 Communicate effectively with colleagues and other professionals to establish and enhance interprofessional teams.

4.3 Engage the abilities of available health professionals and associated resources to complement the PA's professional expertise and develop optimal strategies to enhance patient care.

4.4 Collaborate with other professionals to integrate clinical care and public health interventions.

4.5 Recognize when to refer patients to other disciplines to ensure that patients receive optimal care at the right time and appropriate level.

5. Professionalism and Ethics

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

5.1 Adhere to standards of care in the role of the PA in the healthcare team.

5.2 Demonstrate compassion, integrity, and respect for others.

5.3 Demonstrate responsiveness to patient needs that supersedes self-interest.

5.4 Show accountability to patients, society, and the PA profession.

5.5 Demonstrate cultural humility and responsiveness to a diverse patient population, including diversity in sex, gender identity, sexual orientation, age, culture, race, ethnicity, socioeconomic status, religion, and abilities.

5.6 Show commitment to ethical principles pertaining to provision or withholding of care, confidentiality, patient autonomy, informed consent, business practices, and compliance with relevant laws, policies, and regulations.

5.7 Demonstrate commitment to lifelong learning and education of students and other healthcare professionals.

5.8 Demonstrate commitment to personal wellness and self-care that supports the provision of quality patient care.

5.9 Exercise good judgment and fiscal responsibility when utilizing resources.

5.10 Demonstrate flexibility and professional civility when adapting to change.

5.11 Implement leadership practices and principles.

5.12 Demonstrate effective advocacy for the PA profession in the workplace and in policymaking processes.

6. Practice-based Learning and Quality Improvement

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

6.1 Exhibit self-awareness to identify strengths, address deficiencies, and recognize limits in knowledge and expertise.

6.2 Identify, analyze, and adopt new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.

6.3 Identify improvement goals and perform learning activities that address gaps in knowledge, skills, and attitudes.

6.4 Use practice performance data and metrics to identify areas for improvement.

6.5 Develop a professional and organizational capacity for ongoing quality improvement.

6.6 Analyze the use and allocation of resources to ensure the practice of cost-effective healthcare while maintaining quality of care.

6.7 Understand of how practice decisions impact the finances of their organizations, while keeping the patient's needs foremost.

6.8 Advocate for administrative systems that capture the productivity and value of PA practice.

7. Society and Population Health

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

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

APPENDIX C: Needle Stick/Bodily Fluids Exposure Guidelines and Form

Procedure immediately after an exposure:
1. **<u>Immediately</u>** cleanse the affected area:
   - Wash needle sticks and cuts with soap and water.
   - Flush any areas of contact with clean water.
   - Irrigate eyes with clean water, sterile saline, or sterile irrigates.

2. If the exposure occurs during the Academic year at an IGEP, wound care, or other site, **immediately** report the exposure to the faculty member in attendance and proceed to step #3.

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

3. **Immediately** seek medical evaluation and treatment. If there is no established protocol on site, seek treatment at the closest Emergency Department.

4. Within 2 hours, notify the Academic Coordinator if during the didactic year or the Clinical Year Coordinator (CYC) if during the clinical year. If that faculty is not available, you may contact the faculty they have designated as covering, your advisor, or the Program Director.

5. Submit the *Needle Stick/Bodily Fluids Exposure form* located below to the Academic Coordinator or CYC via email (or fax) and UNE Student Health Services within 24 hours at (207) 221-4242/ Fax (203) 523-1913. Any and all expenses for the care and potential treatment are the responsibility of the student.

REV DVillmore_7-13-23

Bloodborne Pathogen Exposure Form

This form is to be completed when there has been a student needlestick or bodily fluid exposure and submitted via email or fax (207-221-4711) within 24 hours of the incident to the Academic Coordinator (AC) during the didactic year, or Clinical Year Coordinator (CYC) during the clinical year within 24 hours of the exposure. Students must also directly report the exposure incident to the Academic Coordinator or Clinical Year Coordinator within 2 hours of exposure.

Date: _____

Name of student: _____

Date and time of exposure: _____

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

Clinical rotation type: ☐ IM 1 ☐ IM 2 ☐ Surgery ☐ ER ☐ FM 1 ☐ FM 2 ☐ Select/Elect

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

Was the PA program (AC or CYC) notified?   ☐Yes   ☐ No

Date and time PA program was notified: _____

Name of person notified at the program: _____

Signatures:
        Student**:** _____

        AC/CYC: _____

REV DVillmore_7-13-23

APPENDIX D: Student Accident Report

Student Accident Report

Notify the program of the accident/injury within 2 hours of the event by contacting the Academic Coordinator (AC) for didactic year students or the Clinical Year Coordinator (CYC) for clinical year students. Submit this report to either the AC or CYC within 24 hours of accident/injury. *(This form is <u>not</u> 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 (AC/CYC) notified?   ___Yes ___No
Date and time PA program was notified: _____
Did you miss time from the class or the clinical rotation? ___Yes ___ No
If yes, how many day(s)? _____

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

Signatures

      Student**:** _____   Date_____

      AC or CYC: _____   Date_____

APPENDIX E: Netiquette Policy

- Use proper language with proper capitalization and punctuation. This means no emoticons, text message language, or swear words. Your virtual context is like a workplace and is meant to be professional.
- Be sure to test run your camera and your microphone before online sessions.
- Please be sure that your camera is turned on and that you are visible for faculty and peers to interact with you in the virtual environment.
- Please consider your clothing and environment. Home spaces will require you to be strategic about backdrops, light sources, and distractors. Please do not wear hats or hoodies during your courses. Consider the lighting so that you are clearly visible while online.
- Run a spelling and grammar check before posting anything to a discussion board. This is especially important if your instructor is grading these comments.
- Read through your comments at least twice before hitting submit. (Some professors use settings that allow students to edit their responses, while others do not.)
- Do not type in ALL CAPS! If you do, it will look like you are screaming.
- Recognize and respect diversity. It is ok to ask questions to clarify things you do not understand. If you are not sure, email the professor privately for more information.
- Avoid biting sarcasm and dark humor. Take your posts seriously. Never say online what you would not say in real life to another person's face. Your posts are a permanent record, so think about the type of record you want to leave behind.
- If you are frustrated and finding the course material difficult, please reach out to the professor, use IT resources, your peers etc., as we will not be in person. Your communication is critical to resolve any issues and foster your success. A discussion board is not the venue to complain about why you need to take this course, how it is or is not meeting your expectations, or how hard you have to work, or how bored you might be.
- Do not wait until the last minute to make your post(s) or submit your assignment(s). On discussion boards, early posts allow time for other students to respond before the deadline. Likewise, do not wait to post your replies until the deadline; the author deserves an opportunity to address any questions you have or respond to points you make. They will not be able to do that if you are close to the deadline.
- Before asking a question, check the instructor's FAQs or search your Learning Management System resources and/or the internet to see if the answer is obvious or easy to find.
- Be forgiving. If your classmate or faculty makes a mistake, whether it is a typo or grammatical error, do not judge them for it. Just let it go, and the other students and/or faculty will do the same.
- The same rules apply for email. "Hey, teach, heeeelp!" is probably not the best way to ask your professor a question. You should communicate with your professor in the same way that you would speak to your boss or a potential employer. Also, any email you send your professor should always include your name and which class you are in.

APPENDIX F: Student Time Away Request Form

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

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

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

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

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

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

Date Submitted: **Requested date(s) off:**

Courses that will be missed:

Course coordinator(s) on record:

Reason for Request:

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

Student Name (PRINT):   **Student Signature:**

Program Use Only

Request Approved: _____   **Not Approved: _____**   **Date:**

AC OR CYC Signature (Faculty):

Comments: