School of Health Professions
Policies and Procedures

2016 - 2017

Last updated July 1, 2016
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Welcome to the EVMS School of Health Professions! The health professions programs offered by EVMS provide training at a progressive, nationally recognized graduate institution and in clinical and community facilities throughout the Hampton Roads area. We are proud to offer a diverse mix of programs that use state-of-the-art classrooms and laboratories essential to the educational process. All programs in the School of Health Professions that are eligible have been individually accredited, and all adhere to the highest professional and ethical standards. EVMS has affiliations with many community partners, including rural and urban clinics, modern hospitals, and other health-care settings. Our faculty have advanced degrees in their area of expertise, supplemented by many years of professional experience in their respective disciplines. Our students are of the highest caliber, and consistently achieve highly competitive scores on licensing and related examinations.

I wish you the best of luck in achieving your professional and educational goals.

Sincerely,

C. Donald Combs, PhD
Vice President and Dean of the School of Health Professions
Professor of Health Professions
BACKGROUND
The EVMS School of Health Professions (SHP) provides an administrative structure for the following academic programs:

- Art Therapy and Counseling (MS)
- Biomedical Sciences (PhD)
- Biomedical Sciences (Medical Master’s) (MS), 1-year and 2-year
- Biomedical Sciences Research (MS)
- Biotechnology (MS)
- Contemporary Human Anatomy (MS)
- Graduate Program in Public Health (MPH)
- Laboratory Animal Science (MS)
- Medical and Health Professions Education (MS)
- Physician Assistant (MPA)
- Surgical Assisting (MSA)
- Pathologists’ Assistant (MS)
- Reproductive Clinical Sciences, (PhD and MS)
- Virginia Consortium Program in Clinical Psychology (PhD)

EVMS serves as the school of record for all programs shown above except Clinical Psychology; other policies and procedures may be applicable for that program based on school of record responsibilities. In addition to the policies and procedures depicted below, each program may have additional grading or other essential requirements that are communicated to students in writing at the initiation of their first semester or at other times as deemed necessary.

GRADING POLICY
This section specifies the general grading policies and procedures used by all of the health professions programs. In addition to the policies listed here, each program may have additional requirements and communicated to students in writing at the initiation of their first semester. Grades at the end of each term are assigned according to the EVMS School of Health Professions grading scale.

GRADING SCALE
All SHP programs for which EVMS serves as the school of record will use the following grading scale for those courses in which grades affect the Grade Point Average (GPA).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Grades not affecting GPA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>AU = Audit</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
<td>I = Incomplete</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>P = Pass</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>W = Official Withdrawal</td>
</tr>
<tr>
<td>B–</td>
<td>2.67</td>
<td>WF = Unofficial Withdrawal</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C–</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>D–</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>
A grading structure that is consistent with program or departmental guidelines will be established for each class by the instructor. These requirements, along with the goals and requirements for each course, the nature of the course content, and the methods of evaluation, are communicated to students at the initiation of each course. Programs are responsible for sending grade reports to students at the end of each term.

**Grade Point Calculation**

The grade point average is calculated by dividing the accumulated number of grade points earned by the accumulated number of credit hours attempted. Grades of “F” and repeats are included, but official withdrawals, audits, and grades on non-credit courses, non-degree credit courses, and pass/fail courses are not. If a student is required to repeat a course or receives permission from a program director to repeat a course, the grade point average will be calculated using only the repeated course grade and the corresponding point value. However, the original grade assigned for that course will remain on the transcript. Grades in courses accepted for transfer credit are not counted in the computation of grade point average.

Students must have a cumulative grade point average of 3.00 or higher for graduation. Students falling below the minimum GPA requirement may be placed on probation or suspended in accordance with procedures established below and by each program.

**Incomplete Grades**

The grade “I” indicates assigned work yet to be completed in a given course or an approved absence from the final examination. When an instructor assigns a grade of “I,” a written agreement is prepared and signed by the instructor and student that specifies the work remaining to be completed and the time frame for doing so. The work should be completed as soon as possible, but not later than the mid-point of the following grading period/semester unless special written approval is granted by the Course Director and Program Director for extraordinary circumstances. The student must petition the Course Director and the Program Director for such an extension at least two weeks before the end of the agreed upon deadline. Unless an extension has been approved by the Course Director and the Program Director, the “I” will convert to either an “F” or the grade as specified in the written agreement after the mid-point of the semester. An “I” grade may not be changed to a “W” under any circumstances.

**Withdrawals**

A student can withdraw from a course up until the mid-point of the grading period/semester and receive a W grade. Withdrawal after the midterm is not permitted without special approval by the Program Director. However, in the event of an illness or severe hardship beyond the student's control, the student should submit a written petition for permission to withdraw from the course to the instructor and program director no later than the last day of classes. If permission is granted by the Program Director, a grade of W is recorded. If permission is not granted, then the student cannot withdraw from the class. A student who stops attending classes without withdrawing is assigned a WF grade unless the student's performance was failing, in which case a grade of F will be assigned.

**Progress Review**

Regular assessment of students and feedback to them is essential to effective teaching and learning. All possible effort should be extended to identify students whose performance is unsatisfactory and establish remedial intervention. Course instructors and program directors will
regularly review the academic progress of their designated students and evaluate the overall progress of each student at the conclusion of each grading term and academic year. Each program will establish policies and procedures for completing assessments, communicating results to students, and documenting outcomes. Procedures for addressing performance deficiencies or circumstances that may prohibit students from successfully completing a program are outlined in subsequent pages in the Performance Deficiencies and Probation Procedures. Programs may have additional remediation policies and procedures and students should contact the appropriate program office or director for this information. Program Directors shall provide periodic reports to the Dean of the School of Health Professions that summarize student progress issues for their respective programs.

Grade Appeals

Students may appeal or seek remediation of a grade based on the policies and procedures established by the applicable program. Students who desire an appeal or seek remediation of a grade should first address the issue directly with the appropriate course instructor and follow all program specific policies and procedures. If the issue is not satisfactorily resolved with the course instructor, the student may appeal the decision to the Program Director based on program procedures. If the issue is still not resolved, the student may appeal to the Dean of the School of Health Professions.

Additional information regarding policies and procedures not listed in this Handbook, including elective, pass/fail, and audit course options and procedures for evaluating, dropping a course, and reporting of grades vary for each program and will be communicated to students at the initiation of their first semester and other times as deemed necessary.

Satisfactory Academic Progress

All students in the EVMS School of Health Professions are expected to attain a term Grade Point Average of at least 3.0 to be considered in good academic standing and a cumulative GPA of at least 3.0 to graduate. Students who do not meet these criteria are subject to formal warnings, probation and/or dismissal. Students who receive a warning or are placed on probation must demonstrate sufficient academic progress in the following term, as determined by the program director and faculty, to remain in the program. Students on probation who fail to demonstrate academic progress in the following term will be subject to dismissal. The Program Director should consider the extent to which a student is performing at a level necessary to attain the knowledge, skills, and competencies required to succeed in the program, including ability to meet the cumulative GPA and other graduation requirements. All programs must review the academic progress of their students on a regular basis and at such intervals deemed appropriate but not less than once at the end of each grading term.

TRANSFER CREDITS

Transfer of credit may be allowed for course work taken at a regionally accredited institution of higher learning, such as the Southern Association of Colleges and Schools, for courses in which a grade of B (3.0) or higher was received or a passing grade was achieved in a pass/fail course. Doctoral programs may accept a maximum of 12 transfer credits, and master’s programs may accept a maximum of 9 transfer credits. Course grades obtained from another institution will not be counted in the GPA. Programs must establish and publish their criteria for accepting transfer credits as well as their policies on accepting experiential learning, advanced placement, and/or professional
certificates toward curriculum requirements. It is the responsibility of each program to determine a student’s comprehension of the requisite material and to ensure that the course work and/or learning outcomes are comparable to that offered by the applicable EVMS program. EVMS assumes responsibility for the academic quality of any course work or credit recorded on the institution’s transcript.

Applicants seeking to transfer academic credits or any other type of learning experience into an EVMS program should follow program procedures, including the submission of transcripts and other detailed information such as syllabi, course descriptions, learning objectives, or other materials that will assist the program in determining equivalence of course requirements. Decisions regarding applicability of transfer courses/credits are made by the Program Director in consultation with the faculty as deemed appropriate. Transfer applicants should contact the program for special application or credential requirements. The following programs for which EVMS serves as the school of record do not accept transfer credits: Art Therapy and Counseling, Laboratory Animal Science, Physician Assistant, Medical Master’s, Surgical Assisting, and Reproductive Clinical Sciences.

**ASSIGNING CREDIT HOURS**

SHP programs use the calculus in the table below to assign course credit hours for all courses, on-site or asynchronous.

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Credit/Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Independent Study</td>
<td>1 credit = 15 contact hours</td>
</tr>
<tr>
<td>Laboratory</td>
<td>1 credit = 30 contact hours</td>
</tr>
<tr>
<td>Clinical Rotations, Internship</td>
<td>1 credit = 80 contact hours</td>
</tr>
</tbody>
</table>

Student contact hour workload equivalency for asynchronous courses shall be determined using the following calculus, with hours adjusted proportionately up or down based on the credits awarded and course length:

<table>
<thead>
<tr>
<th>Semester Format</th>
<th>Credit Hours</th>
<th>Total Hour Commitment</th>
<th>Weekly Course Time Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-week</td>
<td>3</td>
<td>135</td>
<td>8.4 hours</td>
</tr>
<tr>
<td>15-week</td>
<td>3</td>
<td>135</td>
<td>9 hours</td>
</tr>
<tr>
<td>13-week</td>
<td>3</td>
<td>135</td>
<td>10.4 hours</td>
</tr>
<tr>
<td>12-week</td>
<td>3</td>
<td>135</td>
<td>11.3 hours</td>
</tr>
<tr>
<td>10-week</td>
<td>3</td>
<td>135</td>
<td>13.5 hours</td>
</tr>
<tr>
<td>9-week</td>
<td>3</td>
<td>135</td>
<td>15 hours</td>
</tr>
<tr>
<td>8-week</td>
<td>3</td>
<td>135</td>
<td>16.9 hours</td>
</tr>
<tr>
<td>6-week</td>
<td>3</td>
<td>135</td>
<td>22.5 hours</td>
</tr>
</tbody>
</table>
ACADEMIC AND NON-ACADEMIC DEFICIENCIES

Procedures for addressing academic and non-academic deficiencies that may impede student progress or prohibit students from successfully completing a program are defined below, including student appeals to ensure appropriate due process. These procedures apply to programs in which EVMS is the school of record.

Deficiencies

Deficiencies, which may result in probation or dismissal/termination of a student, include both academic and non-academic areas. The Dean of the School of Health Professions or designee may intervene to address academic and non-academic deficiencies and may impose such remedies as are determined to be in the best interests of EVMS.

a) Academic Deficiencies include but are not limited to an inadequate knowledge base; a lack of information gathering ability, problem solving difficulties, poor clinical and technical skills; or errors in judgment.

b) Non-Academic Deficiencies include but are not limited to any action or behavior that is considered unacceptable to the training program faculty; poor professional relationships; moral and ethical values unacceptable to the profession; failure to comply with the standards of student behavior including the Code of Student Conduct set forth herein, the rules, regulations and bylaws of EVMS and/or affiliated practicum sites or the laws which govern the healing arts in the Commonwealth of Virginia; and/or a lack of abilities and talents that are necessary for the performance of expected duties for that health profession.

Each academic program has its own criteria for determining when and how to intervene on matters of academic and non-academic deficiencies. Some may require a written or verbal notification and/or warning from an instructor, advisor, or Program Director to convey concern about student performance and/or to inform the student of the risk of probation unless performance improves. In all programs, a student placed on probation will be informed in writing and his/her performance will be monitored. The written notification must specify if termination in the educational program is a potential outcome of the probationary status. Interventions typically follow the progressive hierarchy of warning, probation, and dismissal.

Probationary status will be defined by the program's faculty, and the terms of probation must be signed by the Program Director and the student. While on probation, the student will be provided close faculty supervision and may or may not be given credit for the time period during which the probationary status is in effect. If the probationary period is not creditable toward the required time for the educational program, an extension of training time (within timeliness for the degree) may be considered at the discretion of the program director.

If a student’s conduct compromises acceptable standards of patient care or jeopardizes the welfare of patients under his/her care, the Program Director has the option of immediately suspending the student from clinical duties until such time as an appropriate investigation of the allegations can occur. The Dean of the School of Health Professions, the Associate Dean of the School of Health Professions, the Associate Dean for Student Affairs, and the Registrar must all be notified when a student is placed on probation.
Identification and Remediation of Deficiencies

Faculty and other professional staff will promptly notify the Program Director of areas of concern regarding a student’s academic progress, professional behavior and development. Upon notification of a potential problem, the Program Director or designee will investigate the report and develop a remediation plan if warranted. The Program Director or designee will meet with the student to discuss areas of concern, including development of a remediation plan with clear goals and objectives, a specific time frame for completing the plan, and potential outcomes. The plan will be signed by the Program Director and the student. Follow up meetings will occur with the student, key program faculty, and the Program Director. Program faculty and Program Directors should use their reasonable judgment in documenting academic and non-academic student issues including remediation plans, progress reports, and supervision meetings. Written documentation is required if a student receives a warning, is placed on probation, or is dismissed from the program.

ACADEMIC AND NON-ACADEMIC GRIEVANCE AND APPEAL PROCEDURES

Students in the School of Health Professions have the right to due process involving grievances and appeals:

The student should discuss the grievance with his or her Program Director. If the grievance is not resolved, a student may file a written appeal to the Dean of the School of Health Professions within seven days of the student’s notification of the Program Director’s decision.

Upon receipt of the appeal, the Dean will notify the Registrar accordingly. The Dean or a designee will review all pertinent material and meet with the student. The Dean may convene a Grievance/Appeals Committee composed of Program Directors, faculty, students, and/or chairs of departments not directly involved in the grievance. All testimony, evidence, and witnesses relevant to the appeal shall be made available to this committee. The student has the right to appear before the committee, present testimony and such witnesses or evidence as is deemed relevant by the committee. The student shall not have the right to be represented by counsel at these committee meetings. The Committee will submit its recommendations to the Dean after the review is completed.

The Dean will notify the student within ten days of his/her decision. The decision may include reinstatement, retention, probation, termination, suspension, special academic assignments, or other interventions deemed appropriate to the situation. The judgment of the Dean concerning the grievance shall be final and binding on all parties with the exception of recommending the termination of a student’s participation in an academic program.

In the case of termination from an academic program, the student may file a written appeal to the EVMS President/Provost within five days of the student’s notification from the Dean of the School of Health Professions. The President/Provost will review all pertinent material and notify the student within ten days of receipt of the appeal of his/her decision. The decision of the President/Provost is final.

TUITION CHARGES IF GRADUATION REQUIREMENTS ARE NOT COMPLETED ON TIME

Students who do not complete graduation requirements on time may be charged prevailing tuition rates if they retake a course or if a new course is necessary to finish their program of study. In
general, students will not incur additional tuition charges if they complete courses or clinical rotations within approximately 90 days of the original anticipated graduation date.
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The information contained in this section of the handbook is an overview of current policies and procedures of the EVMS Physician Assistant Program. The implementation of any health professions curriculum remains dynamic, and is therefore subject to continuous review and improvement. Provisions listed herein, are directive in nature and subject to change without notice.

Please Note: this manual is meant to provide guidance for students and faculty on the usual procedures for day to day conduct in the PA Program. It does not represent an exhaustive list of all possibilities that might arise for students and faculty in the training and administration of the program. Unique situations will arise. They will be handled in a manner that ensures fairness and mutual respect in all cases.
WELCOME

Welcome to the Physician Assistant Program at Eastern Virginia Medical School (EVMS). You are about to begin a demanding program leading you to a wonderful new career. You will learn and grow in a supportive, but challenging environment. The faculty and staff will help you to take full advantage of the wonderful resources and rich experiences available to you here at EVMS.

The PA Faculty is committed to providing you with an excellent education in an atmosphere of mutual respect and support. Experienced and motivated faculty and staff will guide your educational experiences and assist you as you progress through the program.

This Student Handbook has been developed to provide students with information about institutional and program policies. Please read this handbook carefully and completely.

On behalf of the PA Program faculty and staff, I extend our best wishes for a successful and rewarding educational experience.

Sincerely,

Kimberly K. Dempsey

Kimberly K. Dempsey, MPA, EdD(c), PA-C
Associate Professor and Program Director
Physician Assistant Program
Eastern Virginia Medical School
dempsekk@evms.edu
757-446-7158
BRIEF PROGRAM HISTORY

EVMS initiated a plan to develop a Physician Assistant (PA) Program in 1995 at a time when no programs existed in Virginia. Against the backdrop of rising enrollments in PA programs across the nation and a federally recognized universal shortage of Physician Assistants, EVMS applied to the State Council of Higher Education for Virginia (SCHEV) to develop a Physician Assistant program.

In June 1998, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) visited the Physician Assistant Program at EVMS. In August 1998, SCHEV reviewed the revised application for a master’s degree education program. CAAHEP awarded the PA program provisional accreditation on October 16, 1998, for the period of 1998-2001. At that time the PA Program at EVMS became the 109th accredited Physician Assistant Program in the United States and one of only 15 PA programs operating within a medical school.

The EVMS PA Program was the first master’s degree PA program in Virginia, and enrolled its charter class in January 1999. Initially, classes were held in Andrews Hall, but in September 2000, the PA Program was relocated to the first floor of Lewis Hall, where classes were conducted until 2010. In July 2011, the PA Program moved to new, state-of-the-art facilities on the third floor of Lester Hall.

Student enrollment in the PA Program began with 27 students in the inaugural class in January of 1999. As demand for PAs increased and the number of qualified candidates expanded over the years, class sizes have increased. In 2002, the first class of 36 students was enrolled. The class size increased to 50 in January 2005. Class size was gradually increased to 65 students in 2012 and to 80 students per class in January 2013.

What is a Physician Assistant?

A PA is a nationally certified and state-licensed medical professional. PAs practice medicine in collaboration with physicians on healthcare teams. They practice and prescribe medication in all 50 states, the majority of U.S. territories and the uniformed services. The Affordable Care Act empowers PAs to lead patient-centered medical teams. PAs can practice autonomously or in a collaborative relationship with other members of the healthcare team. (AAPA, 2016)

PURPOSE

MISSION STATEMENT

The mission of the EVMS Physician Assistant Program is to prepare students to provide health care in a broad range of medical settings by training them in the medical arts and sciences in an inclusive, multi-cultural environment dedicated to the delivery of patient centered care, while fostering a strong commitment to clinical and community partnerships.

VALUES

Three core values drive our daily efforts:

• Excellence: We determine with our stakeholders what is valuable and hold ourselves to high performance standards that fulfill our promises.

• Collegiality: We serve our community and one another, building strong and mutually supportive relationships. We work as a cooperative, united team to further our purposes of education, research and patient care.

• Integrity: We strive to maintain the highest ethical standards and accept accountability for all we do and say.
GOALS

- To provide quality health care to diverse patient populations in a variety of settings, spanning a range of acute and chronic medical and surgical conditions
- To serve as capable leaders in clinical, research, and community service environments

Accomplishment of our goals will serve the:

- Student, by fostering personal and professional discovery and development with the skills to become life-long learners
- Patient, through student preparation to provide competent patient-centered primary and specialty care
- Institution, by contributing to a seamless learning environment which fosters the development of competent and compassionate healthcare professionals
- Community, by graduating professionals who understand the importance of community service, forging community alliances, and having an understanding of culturally appropriate care

ACCREDITATION

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Eastern Virginia Medical School Physician Assistant Program sponsored by Eastern Virginia Medical School. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.
# Key Program Contact Information

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director</td>
<td>Kimberly Dempsey, MPA, EdD(c), PA-C</td>
<td><a href="mailto:dempsekk@evms.edu">dempsekk@evms.edu</a></td>
<td>757-446-7158</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Director</td>
<td>Richard Conran, PhD, MD, JD</td>
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<td>757-446-5620</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td></td>
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<tr>
<td>Associate Program Director and Admission Director</td>
<td>Jason Grahame, MPA, PA-C</td>
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</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Director</td>
<td>Angela Conrad, MPA, PA-C</td>
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<td>757-446-7158</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
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</tr>
<tr>
<td>Academic Director</td>
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<td>757-446-7158</td>
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<tr>
<td></td>
<td>Assistant Professor</td>
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<td></td>
</tr>
<tr>
<td>Program Administrator</td>
<td>Nancy Stromann</td>
<td><a href="mailto:stromand@evms.edu">stromand@evms.edu</a></td>
<td>757-446-7158</td>
</tr>
<tr>
<td>Didactic Support Coordinator</td>
<td>Laura Thomas</td>
<td><a href="mailto:thomasla@evms.edu">thomasla@evms.edu</a></td>
<td>757-446-7158</td>
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<tr>
<td>Clinical Coordinators</td>
<td>Michelle Rawlison</td>
<td><a href="mailto:rawlisMA@evms.edu">rawlisMA@evms.edu</a></td>
<td>757-446-7193</td>
</tr>
<tr>
<td></td>
<td>Tiffany Smith</td>
<td></td>
<td>757-446-5673</td>
</tr>
</tbody>
</table>
PA PROGRAM ORGANIZATION CHART

Richard Homan, MD  
EVMS President and Provost, and Dean of the Medical School

C. Donald Combs, PhD  
Vice-President, and Dean of the School of Health Professions

Jeffrey Johnson, DHSc  
Associate Dean of the School of Health Professions

Kimberly Dempsey, MPA, PA-C  
PA Program Director

Richard Conran, PhD, MD, JD  
Medical Director

Core PA Faculty

Administrative Staff

Associate Program Director and Admissions Director  
Jason Grahame

Clinical Director  
Angela Conrad

Academic Director  
Angela Jean Cerezo

Clinical Educator  
Shannon Morris

Faculty  
Courtney Anderson, Charles Frost, W. Travis Kirby, Jayne Penne, Dan Thibodeau, Jennifer Wohl, Brad Boyette

Program Administrator  
Nancy Stromann

Didactic Support Coordinator  
Laura Thomas

Clinical Coordinators  
Michelle Rawlison, Tiffany Smith
PROGRAM SPECIFIC REQUIREMENTS AND POLICIES

TIME TO COMPLETE DEGREE

The PA Program is a 28-month program leading to a Master of Physician Assistant (MPA) degree.

GRADUATION REQUIREMENTS

To graduate from the PA Program, and earn the Master of Physician Assistant (MPA) degree, candidates must:

- Achieve a grade of C- or better for all didactic courses (first 4 semesters of the program), and a grade of Pass (P) or better for all seminar courses, practicum courses, or clinical rotations.
- Achieve a minimum overall GPA at the end of the didactic curriculum (end of semester 4) of 3.00 or better.
- Successfully complete two PACKRAT Examinations by score or remediation as determined by the clinical educators. Thresholds for required remediation are specified in the clinical year handbook.
- Successfully complete the PA Program Summative Evaluation, consisting of:
  - Successful completion of all required Supervised Clinical Practice Courses
  - Successful completion of all seven (7) end of rotation examinations by score or remediation.
  - Successful completion of a multi-station OSCE by score or remediation
  - Complete professionalism self-assessment evaluation.
  - Be recommended for graduation by the Program Director and EVMS Faculty
  - Student must file the appropriate graduation application, and
  - Student must have paid all debts to the school.

PROGRAM ORIENTATION

The PA program sponsors a mandatory professional orientation for matriculating students before the first day of class in semester one (January). Orientation activities will include, but not be limited to:

- Reviewing the content of the PA Student Handbook, officially meeting the faculty, staff, and fellow students.
- Reviewing the requirements and expectations for participating in the program.
- Introduction to school officials and policies.
- Introduction to the use of technology at EVMS.
REGISTRATION

DROP/ADD POLICY AND PROCEDURE

- Dropping a course or courses would effectively lead to withdrawal from the program, with the student progress committee and program director determining the possibility of return to the program.
- Adding a course or courses can only be done with the written permission of the PA program director. Permission to add courses from another program is likely to be rare as the course of study in the PA Program is quite rigorous.

TRANSFER OR ADVANCED STANDING

- Matriculants may not transfer credits or courses from another program or school.
- There is no mechanism for entering the program with advanced standing.
- All students must complete all components of the program, in sequence, as full-time students.
- There is no opportunity to change the order of pre-clinical course work.
- Elective courses are limited to the clinical year.

STUDENT E-MAIL ACCOUNTS

All students will be assigned an EVMS e-mail account prior to matriculation in the PA Program. These e-mail accounts are used by all school departments for timely communication with students (not just the program). These accounts are essential to facilitate this communication. Students are required to check their EVMS e-mail accounts at least twice a week, with daily review recommended, and are responsible for knowledge of all school or program information contained in the e-mails.

STUDENT IDENTIFICATION

- All students are required to wear an ID badge provided by the school. I.D. is required to be worn and visible while on campus at all times for security reasons. Clinical affiliation sites may require additional identification and name-tags to be worn. ID badges will be provided at the orientation or within the first week of school.
- Students will wear identification pins and/or badges bearing their name, EVMS, and “Physician Assistant Student” spelled out on their short white lab coat. The name tag should be worn over the breast pocket. Example:
  - Jane Doe, PA-S
  - Physician Assistant Student
  - Eastern Virginia Medical School

STUDENT ATTIRE

- CLINICAL SIMULATIONS: Students will wear clean short white jackets for all clinical experiences. This will include simulated clinical experiences during the didactic year, such as: practice and testing sessions at SCSIL, and all lab, clinic, or surgery experiences. Course directors will specify appropriate occasions for clinical attire in the didactic year.
- CLINICAL ROTATIONS: All will wear clean short white coats and EVMS nametags. Appropriate apparel for females is slacks and blouses, appropriate length skirts and blouses, or dresses. Students need to
exhibit discretion when choosing their professional wardrobe and avoid cropped tank tops, low neck lines and form fitting apparel. Males must wear slacks or casual pants, shirts with collars, and ties. For both genders: no scrubs (except when appropriate for the emergency department, select inpatient and surgical settings), tee shirts, shorts, jeans, sweat pants and tops, tennis or running shoes, sandals, or open toed shoes are NOT allowed.

- **LABORATORY**: Students may choose to purchase a white jacket to be worn only during their anatomy laboratory or clinical skills laboratory experiences. No open toed shoes are acceptable in the lab. Rules will be established by the course director for appropriate attire and personal protective equipment in the lab.
- **CLASSROOM**: Students may be dressed comfortably in the classroom according to seasonal norms. Please refrain from wearing scrubs, cutoffs, torn clothing, revealing clothing, or clothing with images, drawings, or sayings of a controversial or suggestive nature.
- The Program Director may request clinical attire for special occasions as determined by him or her.
- Course directors, core faculty, and preceptors reserve the right to question attire choices that may seem inappropriate to them. A student may be refused participation in any clinical or didactic setting when attire is clearly inappropriate.
TECHNOLOGY REQUIREMENTS

EVMS LAPTOP COMPUTING REQUIREMENTS

Requirements for a Wi-Fi capable laptop are updated annually and can be accessed here:
http://www.evms.edu/education/masters_programs/physician_assistant_program/additional_information/computer_standards/

COMPUTER REQUIREMENT – PA PROGRAM

- EVMS is committed to utilizing new and emerging learning technologies that enhance and facilitate learning opportunities and outcomes and continually monitors, evaluates, and improves the curriculum to provide the best possible educational program.
- In order for incoming students to take advantage of the ever changing technology, Computing Requirements will be revised, as appropriate, each year. The current technology requirements are posted on the PA Program website, provided at admissions interviews, and provided when admissions offers are made.
- Each incoming student will need to have a personal laptop computer capable of running the necessary software and applications used in our curriculum. The standards are the minimum necessary for a student to successfully participate in the curriculum during the 28 month program.
- Because of the variability in computer manufacturers, hardware, software, etc, the EVMS Network Center will only provide support for installing the necessary software to ensure compliance with and access to the EVMS wireless network. The Network Center will not provide support or troubleshooting for hardware or software/application support. All support, troubleshooting, and updates will be the student’s responsibility; therefore, purchase of a service plan for your computer is required.
- We understand that choices in computer manufacturer and operating system are personal choices and every effort has been made to provide for such flexibility, however, the computer MUST meet the minimum specifications. As such, “netbooks”, iPads, and other tablets will not meet these requirements and cannot be relied on as sufficient to fulfill this requirement for incoming students. Information about student expectations and responsibilities will be provided at interviews.

ATTENDANCE

DIDACTIC YEAR ATTENDANCE

- To facilitate and maximize learning opportunities, attendance at all scheduled didactic sessions in the PA Program is expected. Students have a responsibility to take advantage of the learning opportunities available to them. Attendance and timeliness in the classroom may be viewed as an indicator of the student’s future attendance and timeliness as a clinician.
- Attendance will be monitored by the program in accordance with the rules specified in the table below. Attendance will be taken at all class sessions.
- Unanticipated absences should be discussed with faculty or staff as soon as possible to make certain that you (the student) are safe, and to ensure that any missed class materials were obtained from classmates.
• Anticipated absences should be discussed with the faculty or staff as early as possible.
• Absences will be characterized as either excused or unexcused. The general concept applied will be that absences for illness, accidents, or unanticipatable personal emergencies, will be considered excused. Proof of illness may be requested. Documentation for excused absences must be provided to the Academic Director within 24 hours of the student’s return to campus.
• The Program reserves the right to assess attendance records of students who have a serious or prolonged illness and to determine the student’s ability to progress through the curriculum. Prolonged or repeated absence may make it difficult or impossible to satisfactorily continue in the program. A student with prolonged absence may be asked to withdraw from the program. An opportunity to return the following year may be extended to the student when that is appropriate.
• Students with a pattern of unexcused absences or excessive tardiness may be counselled as a part of the mid-term professionalism assessment. If this does not cause the desired improvement in attendance, the student may be asked to attend a faculty meeting to discuss their apparent inability to meet the requirements of the program.
GUIDELINE FOR UNEXCUSED ABSENCES (Remember: no penalty for EXCUSED absences)

<table>
<thead>
<tr>
<th>No penalty for this many unexcused absences per semester or fewer</th>
<th>Classes Meeting 1 day per week</th>
<th>15 classes/semester</th>
<th>Classes Meeting 2 days per week</th>
<th>30 classes/semester</th>
<th>Classes Meeting 3 days per week</th>
<th>45 classes/semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 class</td>
<td>2 classes</td>
<td>3 classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beyond threshold above: all unexcused absences count against you</td>
<td>1.0%</td>
<td>0.8%</td>
<td>0.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full 5% of final course grade is lost beyond this many unexcused absences</td>
<td>4 or more</td>
<td>6 or more</td>
<td>9 or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td>1 absence = 0%</td>
<td>2 absences = 0%</td>
<td>3 absences = 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 absences = 2%</td>
<td>3 absences = 2.4%</td>
<td>4 absences = 2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 absences = 3%</td>
<td>5 absences = 4%</td>
<td>8 absences = 4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 or more = 5%</td>
<td>6 or more = 5%</td>
<td>9 or more = 5%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CLINICAL YEAR ATTENDANCE

- Students will be present during day, night and/or weekend hours when required by the preceptor. Additionally, students will attend all learning activities (grand rounds, lectures and other assignments) assigned by the preceptor in correlation with targeted PA learning and behavior objectives. Failure to do so may result in overall grade deductions. Attendance at all scheduled SCP Return-to-Campus (RTC) dates is mandatory and a part of the student’s Total Composite Performance Score (see Performance Standards). Students may not be able to begin their next rotation if they have not attended the RTC events in their entirety.

- Holidays/Time off
  - Students in the clinical phase of the program will abide by the SCP calendar rather than the PA Program or EVMS academic calendars. Your clinical year schedule does not follow the EVMS academic calendar. Program approved holidays include Thanksgiving, the Friday after Thanksgiving, and a Christmas holiday break (12/24-1/1). Students are expected to be present at the assigned site on any and all additional holidays, provided the site is operational. There will be no allotted time off request during the clinical year. There are built in breaks during each semester to allow for doctor’s appointments, personal time off, and interviews.

- Excused Absences
  - In the event of illness or emergency necessitating absence from the clinical education site, students MUST personally notify the clinical site by 8:00 a.m. and contact the PA Program Office (via email or direct communication with Program staff) by 8:00 a.m., or as soon as physically possible. Voicemail messages are NOT considered appropriate communication. Failure to notify the Program, will result in Program Point deductions and potential disruption of the current rotation.

  - Students absent from an SCP for more than three consecutive days due to illness will be required to provide a written medical note for the student file. The note must indicate that you are cleared to return to your clinical rotation and must be signed by the provider.

  - *3 or more missed days in a single rotation will require input from the CD/CE regarding make up hours and possible extension of the rotation.

- Unexcused Absences
  - Unexcused absences are those absences not related to illness, emergency, or those previously discussed with the CD/CE. The student should be aware that unexcused absences may affect the final rotation grade, as attendance is one of the graded elements of the Preceptor Evaluation of the Student. Preceptors and sites frequently contact the Program to verify an absence when it occurs.
3 or more missed days in a single rotation will require input from the CD/CE regarding make up hours and possible extension of the rotation.

- Additional Absences
  - The CD/CE must be notified of any additional absences (to include preceptor schedule change, preceptor absence, etc.) during the SCP for purposes of establishing makeup time and/or assignments. The placement and timing of makeup days will be at the discretion of the CD/CE. This may result in an extension of the SCP or repeating the rotation in its entirety. Additionally, the student’s rotation grade may be affected.

STUDENT EMPLOYMENT

Due to the academic and clinical demands of the PA curriculum, the PA Program recommends that students are not employed during their time in the PA Program.

The following guidelines are meant to help the student in making decisions about work during participation in the PA Program.

- Students should keep in mind that while they may be able to work during the didactic curriculum, variable schedules and travel associated with clinical placements during the clinical curriculum may make this difficult.
- Students who choose to work are encouraged to make this known to their academic advisor.
- Clinical rotation hours or schedules will not be altered to conform to your personal job schedule or requirements. Your clinical education must remain your primary responsibility when balancing work and school.

STUDENT PARTICIPATION IN THE EVALUATION OF THE PROGRAM

- The PA Program is committed to delivering a curriculum that will prepare the student to deliver optimal health care in an ever changing environment. In our commitment to the process of continuous quality improvement, students are involved in course evaluations, supervised clinical practice evaluations, and faculty evaluations at the closure of each course, or semester. As a future health care provider, the evaluation process will be a part of every continuing medical education course in which the practitioner participates to maintain their Physician Assistant license. As such, completion of evaluations is a professionalism issue.
- Students are required to complete these evaluations for didactic courses and Supervised Clinical Practice experiences.
- Students in the didactic phase of the program must complete all evaluations prior to attending classes in the following semester.
PROFESSIONALISM AND SCHOLARLY REQUIREMENTS

PROFESSIONAL BEHAVIOR EXPECTATIONS

The role of a semi-autonomous (or dependent) healthcare professional can be difficult to negotiate. One of our goals while you are in the program is to assist you in learning how to function in a professional manner. In addition, it is essential to remain composed and professional in the face of emergent or emotionally charged circumstances, as these will undoubtedly occur during your career. How you respond to the stresses associated with PA school can sometimes mirror how you would respond to the stresses associated with being a healthcare provider.

- Students will be required to demonstrate full compliance with the technical standards to the degree students attested to on their admission statements and as re-attested during registration each semester.
- Students will engage in their didactic training and supervised practice in a professional manner with behavior that is patient-centered and reflective of the Code of Ethics of the PA profession and in keeping with standards for professional conduct set by the state licensing board.
- Students are required to treat their classmates and all EVMS faculty, students and staff with respect (Technical Standard 3).
- Students with concerns regarding classroom activities should first endeavor to resolve the issue with the instructor and/or advisor.
- Students with concerns regarding clinical rotations should first endeavor to resolve the issue with their preceptor/site.
- If concerns are not addressed or resolved by the instructor, the student should then address the issue with the Clinical Director, Academic Director, Associate Program Director or Program Director as appropriate.

POWERPOINT PRESENTATIONS, OTHER ELECTRONIC OR PRINTED MATERIALS, IN THE CLASSROOM AND ON BLACKBOARD

Printed matter, videos, and other electronic materials to include all PowerPoint presentations viewed on Blackboard or in the classroom are copyrighted materials owned by the author(s) and/or Eastern Virginia Medical School. These materials are never to be copied or transferred electronically outside of the program or the school for any reason without the written permission of the author of the presentation(s). Doing so, risks violation of US copyright laws with resulting legal action or other reasonable sanctions from the program or school.

PLAGIARISM

- Students are expected to do their own work. Turning in a written assignment that is believed to be another person’s work will be considered cheating or plagiarism. The student will be referred to the EVMS Honor Council.
- Faculty members may utilize online resources, like Turnitin to evaluate writing assignments for evidence of improper use of another’s words or ideas.

HONOR CODE VIOLATIONS
Please follow the school’s process for Honor Council reporting. If you are aware of an Honor Council infraction, please report it directly to your class Honor Council Representative or to the Honor Council Chair for the school. It is not necessary to involve faculty in the reporting process. Direct reporting by students is preferred.

A conviction by the Honor Council will be handled in accordance with existing rules for any academic or non-academic result of the conviction. In the case of a course failure related to an Honor Council conviction, the student may receive a suspension or be dismissed from the program, depending on the nature of the honor council findings and penalties.

CLASSROOM BEHAVIOR

CELL PHONES

Cell phones must be off or on vibrate mode in class. If a cell-phone rings during class, the student should gather their belongings and leave the classroom. The student may return at the next scheduled class for the day. No exceptions to this rule. We have attempted many times to control the cellphone problem without success, and are forced to resort to this way of dealing with it.

FOOD IN THE CLASSROOM

The only times that food is allowed in the classroom is when the program provides food for some function or celebration. Otherwise, you may not eat in the classroom during class sessions. You may bring small snacks and liquids (coffee, tea, soda, or water) to the classroom. Eating a meal in the context of a class is strongly discouraged. When the classroom is available before or after scheduled classes, you may utilize the classroom to eat. But, please be courteous and clean up after yourself.

RECORDING CAPABLE DEVICES

- Recorders and recording capable devices (cell-phones, etc.) may only be used in a very transparent manner, i.e. visible to those being recorded.
- Students may not record meetings with faculty, staff, or other students, without their expressed permission.
- Any recording of conversations without the permission of all parties will be considered a breach of professionalism, and may be a breach of the EVMS Code of Conduct.
- Lectures may be recorded for the student’s personal use, EXCEPT, when a lecturer asks that you not record.

INTERACTIONS WITH GUEST LECTURERS

- Guest lecturers are providing their time and expertise to enhance your education. It is an unfair and unprofessional abuse of their kindness to approach them with personal or family related medical questions. Giving advice, for the provider, based on such a discussion without a patient-provider relationship is risky and inappropriate. Many of the lecturers will want to help but likely won’t be able to say much. Also, frequently being approached by students may deter them from returning to lecture.

  - If this behavior occurs and is observed by a faculty member, they are advised to do the following:
    - Offer a verbal warning on first occurrence
    - Provide a written warning on the second occurrence
    - On third occasion, send the student to the Program Director for disciplinary action, for unprofessional behavior.
TESTING, HOMEWORK, ORAL PRESENTATIONS, AND ANY WRITTEN ASSIGNMENTS

- In the case of any testing situation, homework assignments, oral presentations, or write-ups that will be graded, a student obtaining unauthorized information about scenarios or test content in advance of their own test is an honor code violation.

- In the case of any testing situation, homework assignments, oral presentations, or write-ups that will be graded, any student sharing information about scenarios or test content prior to another student's test or turning in their assignments, is considered an honor code violation.

- In the case of any testing situation, homework assignments, oral presentations, or write-ups that will be graded, the work that you turn in is meant to be your own. Collaboration, without the expressed direction to do so by the course director, constitutes an honor code violation.

PA PROGRAM TECHNICAL STANDARDS

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) requires all Physician Assistant (PA) programs to publish technical standards for admission, defined as “physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the curriculum and for entry into the profession.” The technical standards for admission establish the expectations and abilities considered essential for students admitted to the EVMS PA Program in order to achieve the level of competency required for graduation and the practice of medicine. Applicants to the program must possess independent ability, aptitude, and skills in the following areas – observation, communication, critical reasoning, motor & sensory functions, and behavioral & social attributes – as outlined below. It is expected in this technology age that students also have sufficient computer skills and are comfortable with electronic communication and media to successfully and professionally function as a student physician assistant.

Observation Skills Technical Standard

Demonstrate sufficient attention and accuracy in observation skills (visual, auditory, and tactile) in the lecture hall, laboratory, patient’s bedside, and outpatient settings.

Indicators include but are not limited to the following examples:

1. Accurate observation and participation in the lecture hall, laboratory, and clinic with patients at a distance and close at hand including non-verbal and verbal signals.

2. Accurate identification of changes in color of fluids, skin, and diagnostic media examinations.

3. Accurate visualization and discrimination of text, numbers, patterns, graphic illustrations, and findings on X-ray and other imaging tests.
Communication Skills Technical Standard
Demonstrate effective verbal & non-verbal communication skills with other students, faculty, patients, and healthcare providers from different social & cultural backgrounds, varying degrees and types of infirmities, and varying cultures, and personalities.

Indicators include but are not limited to the following examples:

1. Clear, efficient, and intelligible articulation of English language.
2. Legible, efficient and intelligible written English language.
3. Ability to prepare and communicate concise oral and written summaries of patient encounters.
4. Ability to provide appropriate patient counseling and instruction to patients.
5. Record examination and diagnostic results clearly, accurately, and efficiently.

Critical Reasoning Skills Technical Standard
Demonstrate critical reasoning skills required to undertake the full curriculum, achieve the level of competency required by the faculty, and meet the demands of total patient care. These skills include, but are not limited to, intellectual, conceptual, integrative, and quantitative abilities.

Indicators include, but are not limited to, these examples:

1. Accurate and efficient reading skills (English language).
2. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.
3. Comprehend the spatial relationships of structures (e.g. three-dimensional relationships)
4. Demonstrate ability to acquire, retain, assimilate and apply large amounts of complex, technical and detailed information.
5. Demonstrate ability to synthesize and apply concepts and information from various disciplines in order to formulate diagnostic and therapeutic plans.
6. Demonstrate appropriate judgment in patient assessment, diagnosis, monitoring, evaluation and intervention, including planning, time management and use of resources.

Motor and Sensory Function Technical Standard
Demonstrate sufficient motor and sensory function to perform typical functions of physician assistants, including, but not limited to, physical examinations, treatment interventions, and general care of patients.

Indicators include but are not limited to the following examples:

1. Functional and sufficient sensory capacity (visual, auditory, and tactile) to adequately perform a complete physical examination and elicit information gained from proper use of examination tools and maneuvers (inspection, palpation, percussion, and auscultation).
2. Execute fine and gross motor movements with sufficient coordination, postural control, equilibrium, and hand-eye coordination to safely participate in laboratory sessions, use standard medical/surgical instruments, assess patients, provide patient care, and participate in basic diagnostic and therapeutic maneuvers and procedures.

3. Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, laboratories, and clinical settings, including appropriate negotiation of self and patients in various patient care environments).

4. Accurately discern and evaluate various components of the spoken voice (pitch, intensity, and timbre), percussive notes, and auscultatory findings.

5. Physical stamina sufficient to complete the rigorous course of didactic and clinical study, which may include prolonged periods of sitting, standing, and/or rapid ambulation.

6. Coordination of motor skills necessary to respond to emergency situations quickly and appropriately.

**Behavioral and Social Attributes Technical Standard**

Demonstrate the behavioral and social attributes vital to participation in a professional program and service as a practicing professional physician assistant.

Indicators include but are not limited to the following examples:

1. Possess personal qualities that facilitate effective therapeutic interactions (e.g., compassion, empathy, integrity, honesty, benevolence, confidentiality).

2. Possess the emotional health required for full utilization of mental faculties (including judgment, orientation, affect and cognition).

3. Ability to establish rapport and develop mature and effective professional relationships with faculty, patients, the public, and other members of the health care team.

4. Demonstrate impartial motives, attitudes and values in roles, functions, and relationships. Communicate and care for, in a non-judgmental way, persons who differ from oneself and one’s beliefs in a variety of ways, including but not limited to gender, age, race, ethnicity, socio-economic status, culture, creed, military status, sexual orientation and identity, and religious or spiritual beliefs.

5. Ability to monitor and react appropriately to one’s own emotional needs and responses.

6. Display appropriate flexibility, adaptability, composure, and emotional stability during periods of high stress or uncertainty associated with didactic and clinical encounters and environments.

7. Ability to accurately follow oral and written directions with prompt completion of all responsibilities in the classroom and clinical setting.

8. Compliance with standards, policies and practices set forth in the program Handbook.
EVMS must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a physician assistant and cannot compromise the health and safety of other students or patients. Physician Assistant applicants must be prepared to meet the technical standards, with or without reasonable accommodation, in order to complete the program and indicate possession of such ability prior to their matriculation into the program. These standards will serve as pre-requisites for entrance, continuation, promotion, and graduation from the PA program and students must be prepared to indicate their ability to meet these standards as a condition of acceptance and during registration for each semester. Note that the use of an intermediary (a person trained to perform essential skills on behalf of the student) is not permitted.

Inquiry by the program faculty and staff regarding disability is strictly prohibited. The PA program, in accordance with EVMS policy and as delineated by federal and Virginia law, does not discriminate in admissions, educational programs or employment against any individual on the basis of that individual’s disability, and will make good faith efforts at providing reasonable accommodation as required. However the program reserves the right not to admit or register students who cannot meet the technical standards or who would constitute a direct threat to the health and safety or others.

DISABILITY AND ACCOMMODATION

REQUESTING AN ACCOMMODATION

If you need course or evaluation accommodations due to a documented disability, please consult the EVMS Disability Officer and complete the application found in the link below. The application must be accompanied by the requested documentation. The Disability Officer will define the appropriate accommodations, and facilitate confidential instructions to course and/or program directors regarding the expectations.

http://www.evms.edu/education/additional_resources/disability_guide_for_students/

Revealing a disability is voluntary; however, such disclosure to the disability officer and disability committee may be necessary before any accommodations are made in the learning environment or in the program’s procedures. Information regarding disabilities is handled in a confidential manner.

The disability officer will not reveal a specific disability to the program. They merely identify the needed accommodation(s).

ACCOMMODATIONS FOR TESTING

EVMS Students with an approved accommodation for testing from the EVMS Disability Officer will take all computer based and written exams in the Testing Room in Lewis Hall. These exams will be proctored. Examination Procedures will be distributed once the accommodation notice is received by the PA Program.

TESTING PROCEDURES

Computer based examinations using Web Based Testware (like ExamSoft):

- All students must have a laptop computer meeting EVMS minimum requirements for computer based examinations.
Minimum requirements are published on the EVMS web site and will be periodically reviewed and revised. Course directors will make examinations available for download by students at least 48 hours before the scheduled test time.

- Students must download the examination to their laptop computers as instructed, before the time that the examination is scheduled to begin.
- If a student experiences any difficulty with the exam or ExamSoft, the proctor must be notified.
- Once the exam has been completed, students must ensure that their examination is uploaded to ExamSoft successfully before leaving the examination room. Failure to upload the exam prior to leaving the exam room may be considered an honor code violation.
- During testing on the computer, as with any testing, the desktop must be cleared of all unauthorized materials. All unauthorized papers, bags, recording devices, phones, or other materials are to be removed from the desktop. The desktop should be clear except for limited materials authorized by the course director.
- Use of “scrap paper” during computer based exams:
  - Scrap paper will be provided by the course director for each exam where it would be useful. The student will not provide their own paper.
  - Any scrap paper authorized during a test must remain blank until the student begins their computer based examination and the test software is running.
  - Any writing on the scrap paper before the student’s individual test has been started (other than student name) may be considered an honor code violation.
  - At the conclusion of the computer based examination, the scrap paper will be collected in a manner determined by the course director. The student may not keep the scrap paper for any reason.
- Once the student has completed the exam and the exam has successfully uploaded, the scrap paper must be turned in to the proctor and the student must exit the exam room.

Use of the scrap paper for reasons other than calculations, remembering short lists, or diagramming, may be considered an unauthorized testing aid and reported to the Honor Council.
EXAMINATION RESCHEDULES

ANTICIPATED RE-SCHEDULE:
Any request to take an exam at a time other than the regularly scheduled date and time should be submitted in writing at least 2 weeks prior to the scheduled exam date. The student must contact the Academic Director and Course Director in writing.

- There are no “early” exams.
- The student MUST be prepared to take the exam on the day they return to classes.
- This is a confidential process.

UNANTICIPATED RESCHEDULE:
Requests to take an exam late due to an unanticipated absence (acute illness, injury, or immediate family emergency) on the date of the exam must be initiated by the student and submitted in writing to the ACADEMIC DIRECTOR and course director as soon as feasible.

- The ACADEMIC DIRECTOR and course director will determine scheduling (time & location) of the make-up exam.
- The student MUST be prepared to take the exam on the day s/he returns to classes.
- This is a confidential process between the student, ACADEMIC DIRECTOR, and course director.

GRADES FOR RESCHEDULED EXAMINATIONS:
Rescheduled exams will be recorded as outlined below for written exams (or, pass/non-pass for competency assessments):

- EXCUSED: Students who miss an exam because of illness, injury, or family emergency must provide a reasonable form of proof to the course director and/or ACADEMIC DIRECTOR to be allowed to take the exam at 100%.
- UNEXCUSED: Maximum recorded score for re-scheduled exams is 85% of the total points allocated for that exam.

Rescheduled exams may contain 10 to 20% new questions at the discretion of the course director.

Students, who miss an exam for reasons other than illness, injury, or family emergencies, must explain their situation to the ACADEMIC DIRECTOR, who may (in extraordinary circumstances) grant the ability to take the make-up exam at 100% of possible points.

LATE CLASS ASSIGNMENTS:
The maximum recorded score for assignments received after the original due date is 85% of the total points allocated for that assignment, unless the course director or Program Director has granted an extension.

A pattern of late assignments and/or late exam taking may be challenged by the course director or the ACADEMIC DIRECTOR. This privilege must not be used to extend study times for exams.

EXAMINATION REVIEW POLICY

Review sessions for formative examinations will be scheduled by the Academic Director within one week of the examination date, allowing the course director to evaluate exam results and performance of individual test items prior to the conducting the review. Only in extenuating circumstances, as deemed by the course director(s), will an examination review be given outside of the scheduled examination review time. Review sessions will not occur for summative (final) exams.

The goal of the review session is for each student to review the questions again and determine how their personal thought process may have led to a correct or incorrect answer choice. Faculty may also use the exam review as a time to revisit key concepts.
Review sessions will be conducted as follows:

- All books, food, writing implements, paper, backpacks, phones and any recording capable devices will be left in the hallway. No recording capable devices may enter the classroom.
- For a scheduled review at any point during the academic day, each individual student will be responsible for moving all personal belongings out of the room, even if you will not personally be attending the review. Drinks may be allowed at the discretion of the course director.
- Each student will check into the exam review by obtaining their personal answer sheet from a faculty member and will not be allowed to leave the exam review at any point prior to the completion of the review. Check out will be by returning the personal answer sheet to a faculty member. All answer sheets should be accounted for at the end of the review.
- The only access to paper you will have is your individual test answer sheet and no marks may be made on the sheet.
- The review will serve as an opportunity to initially view the questions and answers in order to gauge your thought process regarding how you answered each question. Additional concept discussion by a faculty member, to aid the understanding of a particular subject, may occur. New material will not be introduced during exam review sessions.
- Inquiry regarding a test item or a request for additional discussion must follow the following algorithm:
  - **Step 1.** Consult your notes.
  - **Step 2.** Consult your book and/or assigned readings.
  - **Step 3.** If a lack of clarity or questions remains, wait a minimum of 24 hours from the conclusion of the exam review, then email the course director(s) to schedule an in-person discussion regarding any questions or concerns regarding the material. Emails must be sent no later than 5 business days following the 24 hour period after the exam review. Except in rare circumstances, this process should occur in the timeframe of 1-7 days following the review session.
  - Inquiry and discussion outcome will be at the discretion of the course director.
- Professional behavior is expected at all times during the review session, email communication, and during any post review discussions. Any deviation from this standard may result in dismissal of the student from the review/meeting and a written letter of counseling in the student record.
- **Attendance at the scheduled review session**
  - is highly recommended for students attaining a score less than or equal to 80%.
  - Those scoring less than 70% MUST attend the examination review sessions AND participate in the Learning Improvement Process (LIP) described in the student handbook. Failure to attend the expected review sessions will be viewed as insufficient student engagement in the educational process and may result in a professionalism discussion and may be considered in deliberations by the academic progress committee, should this be necessary.
DIDACTIC YEAR OBJECTIVES

Upon completion of the didactic year, physician assistant students will be able to perform the following tasks and functions at the level of a graduate physician assistant:

- Demonstrate knowledge of human anatomy, physiology, and pathology of disease.
- Demonstrate proficiency in performing a complete history and physical examination as well as problem focused histories and examinations.
- Demonstrate knowledge of the evaluation and management of common diseases and disorders encountered in general medicine, pediatrics, obstetrics and gynecology, surgery, and psychiatry.
- Demonstrate knowledge of the evaluation and management of common surgical diseases and disorders encountered in primary care medicine and surgery.
- Demonstrate a proficiency in the basic skills necessary to function as physician assistants, including knot tying, suturing, minor invasive procedures, IV catheterization, urinary catheterization, nasogastric intubation, phlebotomy, injections, splinting, and wound care. Additionally, students will understand the rationale for use of these procedures as well as the care associated with their use.
- Demonstrate knowledge of medical literature databases, literature searches, clinical research designs, basic medical statistics, and interpretation of medical literature.
- Demonstrate an ability to order and interpret laboratory tests, x-rays, electrocardiograms, and other diagnostic studies in primary care medicine and surgery.
- Demonstrate proficiency in CPR and ACLS management of acutely ill patients.
- Demonstrate knowledge of infection control, universal precautions, quality assurance, and safety issues utilized in hospital settings.
- Demonstrate knowledge of the history of the PA profession, medical malpractice, enabling legislation, medical practice guidelines, medical ethics, and professional behavior.
- Demonstrate knowledge of professional behavior, and an appropriate level of sensitivity to socioeconomic and human rights issues, including appropriate management of patients irrespective of religion, race, gender, disability, socioeconomic level, and sexual orientation.
- Demonstrate knowledge of the physician – PA team and professional responsibilities.
- Demonstrate an understanding of pharmacologic principals and common prescribing practices.
- Demonstrate a commitment to life-long professional growth and medical education.
CLINICAL YEAR OBJECTIVES

Upon completion of the clinical year, physician assistant students will be able to perform the following tasks and functions at the level of a graduate physician assistant:

- Demonstrate proficiency in obtaining and recording patient assessments including a complete medical history and physical exam, progress notes, pre-operative and post-operative assessments, and discharge summaries.
- Demonstrate competency in the technical skills needed to perform as a physician assistant.
- Demonstrate an appropriate level of professional behavior, including a respectful and caring attitude toward patients, and a willingness to function as a cooperative member of the health care team.
- Demonstrate the knowledge to order and interpret common diagnostic studies.
- Demonstrate the knowledge needed to establish a diagnosis or differential diagnosis for common medical and surgical disorders.
- Demonstrate the knowledge and skill to establish a treatment plan for common medical and surgical diseases and disorders.
- Demonstrate the ability to assist the physician in all delegated tasks, wound care, wound closure, hemostasis, suture tying, and other invasive procedures.
- Demonstrate proficiency in recording Progress Notes / SOAP Notes, Procedure Notes, Daily Orders, Discharge Summaries, Operative Notes, Pre-operative Orders, Post-operative Orders.
- Demonstrate an adequate level of knowledge to recognize and refer complicated medical and surgical problems that are beyond their capabilities as a graduate physician assistant.
- Demonstrate the knowledge required to counsel and educate patients about common surgical and medical diseases and disorders.
- Demonstrate a working knowledge of quality assurance and management.
- Demonstrate an appropriate level of sensitivity to socioeconomic and human rights issues, including the appropriate management of patients irrespective of religion, race, gender, disability, socioeconomic level, and sexual orientation.
- Demonstrate an ability to properly evaluate reports from medical literature to determine applicability to current medical practice.
- Demonstrate an understanding of basic pharmacology and patient characteristics that determine the selection of medications and prescribing in the medical setting.
- Develop an appropriate respect for the role of volunteerism and the value of community based health related agencies in the care of special populations and communities.
- Demonstrate a commitment to life-long professional growth and medical education.
## CURRICULUM

### PHASE I: DIDACTIC CURRICULUM

<table>
<thead>
<tr>
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<th>COURSE NUMBER</th>
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<td>Pathophysiology for Health Professions</td>
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<td>Clinical Anatomy for Health Professions</td>
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<td>MPA 5341</td>
<td>Legal and Ethical Issues in Medicine</td>
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<td>MPA 5081</td>
<td>Introduction to the PA Profession and The Business of Medicine</td>
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<td>MPA 5142</td>
<td>Psychosocial Elements of Wellness</td>
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<td>MPA 5800</td>
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<td>MPA 5134</td>
<td>Patient Counseling and Education</td>
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<td>MPA 5162</td>
<td>Introduction to Clinical Medicine I</td>
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<td>MPA 5263</td>
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<td>MPA 5192</td>
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<td>MPA 5333</td>
<td>Fundamentals of Surgical Patient Care</td>
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<td>MPA 5294</td>
<td>Clinical Assessment III</td>
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<td>MPA 5364</td>
<td>Introduction to Clinical Medicine III</td>
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<td>MPA 5284</td>
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**Total Didactic Program Credits**: 68
# PHASE II: CLINICAL CURRICULUM

## SEMESTER FIVE

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<td>MPA 5705</td>
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<td>MPA 5715</td>
<td>Supervised Practice in Pediatric Medicine (5 weeks)</td>
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<td>MPA 5725</td>
<td>Supervised Practice in General Internal Medicine (5 weeks)</td>
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## SEMESTER SIX

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<td>MPA 5745</td>
<td>Supervised Practice in General Surgery (5 weeks)</td>
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<tr>
<td>MPA 5755</td>
<td>Supervised Practice in Women’s Health (5 weeks)</td>
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## SEMESTER SEVEN

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<td>Supervised Practice in Elective I (5 weeks)</td>
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<td>MPA 5795</td>
<td>Supervised Practice in Elective II (5 weeks)</td>
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<tr>
<td>MPA 5807</td>
<td>Service Learning Practicum (semesters 5, 6, and 7)</td>
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<tr>
<td>MPA 5837</td>
<td>PANCE Review Seminar (throughout the clinical year)</td>
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<tr>
<td>MPA 5802</td>
<td>Interprofessional Practice (semester 5, 6, &amp; 7)</td>
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<tr>
<th>Total Clinical Program Credits</th>
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<td>TOTAL PROGRAM CREDITS</td>
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*The sequencing of courses in the clinical year varies from student to student.

**Clinical Electives available to students include:**

- Orthopedics, Neonatology, Neurology, Dermatology, Cardiothoracic Medicine, Cardiology, Neonatology, Plastic Surgery, Trauma, Endocrinology, Pediatric Neurology, Gastroenterology, Pediatric Gastroenterology, and Nephrology.

*** Other electives can be arranged with proper planning on the part of the student.***
COURSE DESCRIPTIONS

SEMESTER ONE

MPA 5001: Pathophysiology for Health Professions: 5 Credits (Modified grading scale)
Taught entirely by EVMS Basic Sciences faculty, this course is a study of the cellular, organ and system changes associated with human disease processes and the physiologic responses associated with selected human pathologies.

MPA 5061: Clinical Anatomy for Health Professions: 5 Credits (Modified grading scale)
Taught entirely by EVMS Basic Sciences faculty, this course is a study and exploration of the human cadaver through lecture, lab dissection and pro-section.

MPA 5341: Legal and Ethical Issues in Medicine: 2 Credits
Examination of the relationships and impact of health law and medical ethics in healthcare by analyzing case studies of contemporary health issues.

MPA 5081: Introduction to the PA Profession and the Business of Medicine: 2 Credits
The history, role, practice scope and professional policies of the Physician Assistant in health care are explored. This course also presents an interactive and strategic examination of the evolving American health care system, the issues and controversies relative to health care reforms and the growing impact of managed care.

MPA 5142: Psychosocial Elements of Wellness: 2 Credits
Human psychosocial development over the lifespan and psychiatric disorders are investigated. This course provides students with the skills needed to address the psychosocial health of adult, adolescent and pediatric patients.

SEMESTER TWO

MPA 5112: Clinical Pharmacology I: 3 Credits
Preparation for appropriate administration/prescription of medicines is accomplished through a study of drug classifications, pharmacodynamic actions, and rationale for therapeutic use of prescription and non-prescription medications.

MPA 5132: Clinical Skills and Therapeutics I: 4 Credits
Introduces and assesses clinical competency of specified skills, diagnostic modalities, and therapeutic interventions related to professional responsibilities and practices in patient care.

MPA 5314: Patient Counseling and Education: 2 Credits
This course builds on knowledge gained in clinical science courses by providing the student with the skills necessary to educate patients about their disease processes, help patients become a partner in their own health care, and guide the patient toward health promoting behavior.

MPA 5162: Introduction to Clinical Medicine I: 5 Credits
Designed to lay the foundation for patient care through a comprehensive understanding of illness, this 3-course series in the medical sciences and related technologies addresses care of patients beginning with common acute self-limited illnesses and progressing to more complex, well-defined chronic disorders.

MPA 5091: Clinical Assessment I: 3 Credits
Introduces the beginning practitioner to basic medical terminology, the skills of listening, communicating, data collecting, and documentation of patient encounters.
MPA 5800: Foundations of Interprofessional Practice: 0.5 Credits
Introduce interprofessional roles in health care in order to enable effective collaboration for a safe, effective, and value-driven healthcare delivery system by emphasizing teams of professionals working together in order to benefit patients and improving health outcomes.

**SEMESTER THREE**

MPA 5213: Clinical Pharmacology II: 3 Credits
Preparation for appropriate administration/prescription of medicines is accomplished through a study of drug classifications, pharmacodynamic actions, and rational for therapeutic use of prescription and non-prescription medications.

MPA 5234: Clinical Skill and Therapeutics II: 4 Credits
Introduces and assesses clinical competency of specified skills, diagnostic modalities, and therapeutic interventions related to professional responsibilities and practices in patient care.

MPA 5253: Introduction to Epidemiology and Evidence-Based Medicine: 2 Credits
Introduces population epidemiology and decision-making theory followed by an introduction to and application of the principles of evidence-based medicine to patient care.

MPA 5263: Introduction to Clinical Medicine II: 5 Credits
Designed to lay the foundation for patient care through a comprehensive understanding of illness, this 3-course series in the medical sciences and related technologies addresses care of the adult, adolescent and pediatric patient beginning with common acute self-limited illnesses and progressing to more complex, well-defined chronic disorders.

MPA 5192: Clinical Assessment II: 3 Credits
Introduces the use of examination techniques and equipment used during a physical examination and emphasizes the relationship of the exam to the history to aid in developing competency and clinical judgment in clinical assessment.

**SEMESTER FOUR**

MPA 5304: Problem-based Clinical Reasoning: 4 Credits
This course promotes a working knowledge base for integrating information into decision-making, diagnosis hypothesis, clinical reasoning, and data resolution skills through cooperative learning strategies and selected clinical topics.

MPA 5333: Fundamentals of Surgical Patient Care: 3 Credits
Introduces concepts and practices in preoperative, perioperative, and postoperative patient care and promotes skill development and competency in selected surgical skills.

MPA 5294: Clinical Assessment III: 3 Credits
Integrates the history taking and physical examination skills presented in semesters 1 and 2. The course begins with the complete history and physical exam and then introduces the problem focused history and physical exam. Introductory formulation of differential examination skills as well as communicating findings with preceptors rounds out the experience.

MPA 5364: Introduction to Clinical Medicine III: 5 credits
Designed to lay the foundation for patient care through a comprehensive understanding of illness, this 3-course series in the medical sciences and related technologies addresses care of the adult, adolescent and pediatric patient beginning with common acute self-limited illnesses and progressing to more complex, well-defined chronic disorders.

MPA 5284: Journal Review Seminar: 2 Credits (Weeks 1 through 10 of semester)
Explores the process of reviewing journal articles for practical application of new medical knowledge and clinical review articles appropriate for PAs. Has practical application for the student to learn to evaluate a broad range of case reports and journal articles for quality and applicability to clinical practice.

MPA 5801: Practicum in Interprofessional Practice: 0.5 Credits
Introduce interprofessional roles in health care in order to enable effective collaboration for a safe, effective, and value-driven healthcare delivery system by emphasizing teams of professionals working together in order to benefit patients and improving health outcomes

CLINICAL YEAR COURSES (Semesters 5, 6, and 7):

MPA 5465: Introduction to Clinical Practice: Seminar: 1 Credit (week 1 of clinical year)
A seminar course devoted to preparation of the student for their Supervised Clinical Rotation experiences. Subjects re-visited include, suturing, clinical skills, charting, coding, interactions with preceptors, and the use of software for patient logging and clinical site evaluation.

MPA 5705 through 5755: Supervised Clinical Practice Experiences (SCPs): 3 Credits Each
Supervised Clinical Education is distributed among primary care and core clinical field experiences that form the basis for adaptation to the role and functions of a Physician Assistant. These include pediatrics, women’s health, general surgery, emergency medicine, family medicine, and internal medicine.

MPA 5790 and 5795: Supervised Clinical Practice- Electives: 3 Credits
These clinical experiences are designed to allow the student to expand their knowledge and clinical skills in an area of clinical interest by pursuing clinical training in the elected discipline.

MPA 5785: Supervised Clinical Practice in Psychiatry and Behavioral Health: 3 credits
This course provides the student with opportunities to learn clinical field experiences that will prepare the student for care of psychiatry and mental health patients.

MPA 5807: Service Learning Practicum: 1 Credit
This course provides an opportunity for students to spend at least 40 hours in a community, health related, agency during the clinical year of the program. The goal of the course is to reinforce the community orientation of the medical school and promote a commitment to service in our graduates. Projects are presented to peers prior to graduation.

MPA 5837: PANCE Review Seminar: 1 Credit
This seminar course brings the expertise of the KAPLAN Company in preparing students for board examinations. There will be a live online component provided during return to campus sessions throughout the clinical year. In addition, lectures on relevant topics and a question bank will be available to provide a comprehensive review of medical topics for the students in anticipation of the Physician Assistant National Certification Examination (PANCE). A fee will be charged of each student, normally in January of the second year of the program.

MPA 5802: Interprofessional Clinical Experiences: 1 Credit
ACADEMIC ADVISING

Each student will have a faculty member assigned as their academic advisor early in Semester 1 of the program.

- **Initial Faculty/Student Meeting:** In Semester 1 of the program, each student must schedule an initial meeting with their faculty advisor during week 2 of the program so that both the student and faculty member can become acquainted. This meeting will also allow the student and faculty member to assess need for referral to academic support services when needed.

- **Mid-term faculty/student meeting:** In all didactic semesters (1 through 4) students MUST schedule an appointment with their assigned academic advisor during week 7 of each semester. This appointment should be made directly with the faculty academic advisor. The student should be prepared to discuss their grades up to that point in the semester as well as maintain a list of their grades to review with their advisor.

- **Professionalism evaluation:** the student should complete the professionalism evaluation form prior to each mid-term meeting. It will be compared to an identical instrument completed by the academic advisor with input from the entire faculty.

- **Students who are experiencing difficulties in their courses or who are experiencing life events that impact their progress or performance in the program may schedule an appointment with their advisor, the Associate Program Director, Academic Director, or the Program Director whenever the need arises.**

*Students must be aware of the importance of self-monitoring their GPA in order to ensure they will meet academic progress and/or graduation requirements.*
### GRADES

#### DIDACTIC PHASE GRADES

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An Exam Score less than 70, requires Learning Improvement Process (LIP) with Course Director – see PA Student Handbook

### BASIC SCIENCE COURSE PERFORMANCE

**MPA5001 and MPA5061 ONLY**

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An Exam Score less than 70, requires Learning Improvement Process (LIP) with Course Director – see PA Student Handbook

Performance in didactic courses is commonly assessed by written exams, oral presentations and/or research papers, as well as final written (cognitive) exams. In designated courses, psychomotor performance is assessed by target skill competency exams and small group exercises.
During the didactic phase of the program, grades for cognitive performances will be recorded as a raw score and a percentage. At the end of each course the percentage scores will be converted to a grade, A through F, for each of the core PA courses.

To remain in good academic standing, all PA Students must maintain a minimum semester GPA of 3.00 and receive a “C-” or better in all letter-grade rated courses and a “P” (Pass) or better in all performance-grade related courses.

- A grade of “D, F, or NP” in any course may result in academic dismissal from the program.
- Additionally, a student may not progress to the clinical year of the program with a cumulative GPA of less than 3.00 at the end of the 4th semester of the program.
- **GRADING EXCEPTION:** Percentage scores for two courses in the didactic portion of the program will be graded on a modified letter grade scale that approximates the percent grades used for basic science courses in the MD program. This grading scheme will be used for MPA5001-Pathophysiology for Health Professions and MPA5061-Anatomy for Health Professions, as described in the course descriptions and course syllabus.

**CHALLENGING A GRADE**

**Erroneous Grade Recorded:** If a student receives an incorrect final course grade, he/she should immediately contact the Academic Director to verify the error. Errors will be changed by a “Change of Grade” form completed by the course instructor and the Program Director. A “Change of Grade” form will be submitted to the Registrar for proper notification and correction of the grade on the student’s record.

**Inappropriate Grade Reported:** If a student feels that they have been unfairly graded in any course in the didactic or clinical portions of the program, they must initially report their concerns to the course director(s) in writing. In the case of the clinical year, that would be the Clinical educators. If this does not resolve the issue for the student, the grade result may be appealed to the Program Director in writing within 7 days of receiving the initial grade report. The Program Director will investigate the grade report and any concerns expressed by the student and make a decision about whether the grade should be changed. If desired, the student may appeal the Program Director’s decision about a grade to the Dean of the School of Health Professions, also in writing and within 7 days of the report of a decision by the Program Director. The Dean’s decision will be final.

**SATISFACTORY ACADEMIC PROGRESS**

Standards of acceptable performance (cognitive and psychomotor) for courses are communicated to students in writing via the syllabus and orally reviewed at the introduction of the course.

A student must achieve and maintain the required 3.00 semester Grade Point Average (GPA) to remain in good academic standing and graduate from the PA Program. As always, GPAs will be rounded to 2 decimal places by Excel.
The policy of 3.00 or better in a graduate professional program has been adopted to better ensure student’s preparation for future sequential course work.

Additionally, any course grade of D, F, or NP will indicate unsatisfactory academic progress. In most instances, a student will not progress in the program after earning one of these grades.

**REMEDINATION**

**Didactic Phase of Program**

- Learning Improvement Process (LIP)
  When a student earns a score of less than 70 on a test or assignment, the student will be required to complete the Learning Improvement Process (LIP).
- The purpose of the LIP is to attempt to ensure that students who perform poorly on an exam do not have a reduced lead prior to the next examination. It is not a process that changes a score on the completed exam.
- LIP will encompass specific concepts related to course content, lecture materials and objectives in which the student’s knowledge was deficient. The method or procedure for mastering the material will be left to the discretion of the course director/instructor.
- Once the student receives their exam grade, it is the student's responsibility to seek out the course director to initiate the LIP. If the student does not engage in the LIP, this is considered a professionalism infraction and will be placed in the student's file.
- This process may take one of several forms:
  - instructor and student may review exam questions to determine areas of misunderstanding and/or how to approach test questions,
  - a group or individual oral presentation that demonstrates competence in the areas tested, OR
  - some combination of the above
  - the method(s) employed in the LIP will be selected based on the needs of the student and are at the discretion of the course director

- **TIMING:** Except in unusual circumstances, this process must be started and completed within five (5) school days after the grades of the test or assignment have been posted.
- **FINAL EXAMS:** Final Examinations are not subject to this policy as the material would have been covered in individual modules during the semester. However, a student who performs poorly on a cumulative final exam may request a meeting with the course director to review content, but not the exam itself.
- **END OF FOURTH SEMESTER:** In the event a student has to participate in the LIP process at the end of the fourth semester in the didactic year, he/she may not start their clinical rotations until the course director/instructor determines that the student has sufficient grasp of the tested material.
- **APPEALS:** Any student who does not agree with the assessment of the course director/instructor during the LIP process may appeal directly to the Associate Program Director and Academic Director.
- **COMPLIANCE:** Failure to comply with the LIP requirement may be grounds for disciplinary action, up to and including, dismissal from the program. Non-compliance with the LIP process may be documented by the course director and sent to the student’s academic record for consideration by the PA Student Progress Committee.

**PA STUDENT PROGRESS COMMITTEE**
The PA student progress committee is comprised of: Voting members - the PA Program’s full-time faculty and Medical Director. Non-voting members – representative of Student Support Services, Basic sciences faculty, and when appropriate, select part-time faculty.

This committee will convene when requested by program leadership to determine an appropriate plan for students who earn a D, F, or NP (Non-Pass) in any course or when they meet criteria for potential dismissal for cumulative GPA or recurring probation status. The committee may also convene when dismissal is being considered for any non-academic reasons.

- Student progress is discussed at each faculty meeting to alert faculty and academic advisors to student academic or non-academic (behavioral) issues.
- At the end of each semester, if necessary, the Student Progress Committee will meet to discuss academic progress issues for individual students.
- The Program Director, or a designee, will present relevant information contained in the student’s academic and advisor records for the committee to consider.
- When dismissal is being considered, a secret ballot will be employed for committee members to indicate their vote for the options being considered.

**ACADEMIC AND NON-ACADEMIC PROBATION**

- Any student who fails to achieve the required 3.00 semester GPA will automatically be placed on academic probation.
  - Once a student is placed on academic probation, they must achieve a 3.00 or better GPA in the following didactic semester or risk academic dismissal from the program.
  - Two consecutive semesters with a semester GPA of less than 3.00 may result in academic dismissal from the program.
  - Any course grade of D, F, or NP, may result in academic dismissal from the program. When there are extenuating circumstances leading to the failure, the student may be invited to repeat the course in the following academic year, at the discretion of the progress committee.
    - The academic progress committee can review and recommend one of the following options to the Program Director:
      - Dismissal from the program
      - Opportunity to return to restart the program with the following class – on academic probation.
      - If there are extenuating circumstances, the committee can recommend a remediation plan tailored to the student’s individual weaknesses and, if successful in remediation, will be allowed to continue in a probationary status.
  - After the 4th semester, there are no courses that have an effect on a student’s GPA. Therefore, any student who has an overall GPA of less than 3.00 at the end of semester 4, will generally not be permitted to advance to the clinical year and may be dismissed from the program. The standard for successful completion of this graduate program is a GPA of 3.00 or better.
  - Students on probation or at risk for probation must meet frequently with their academic advisor to discuss academic progress, study habits, and test-taking skills.
  - Students who have been found to be in violation of the Academic Integrity Standards or Honor Code during the didactic portion of the program may be academically dismissed from the program, depending on the results of the Honor Council process and any imposed penalties.
• Non-Academic probation may be imposed by the PA Student Progress Committee or the Dean of the School of Health Professions after review of relevant non-academic issues relating to a student.
  
  o A student placed on Non-Academic Probation during the course of the program, will remain on probation for the remainder of the program.

**CLINICAL YEAR GRADES**

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 – 100</td>
<td>HONORS (H)</td>
</tr>
<tr>
<td>87 – 92</td>
<td>HIGH PASS (HP)</td>
</tr>
<tr>
<td>80 – 86</td>
<td>PASS (P)</td>
</tr>
<tr>
<td>79 or less</td>
<td>NON-PASS (NP)</td>
</tr>
</tbody>
</table>

Performance in the clinical phase of the program is assessed using a combination of targeted behavioral, psychomotor and clinical competencies relative to the supervised practice objectives and opportunities and, when indicated, by the syllabus for the SCP and end or rotation (EOR) exams.

The Grades assigned in the clinical phase of the program will be Honors (H), High Pass (HP), Pass (P), or Non-Pass (NP) as indicated in the GRADING SCALES section below.

- Students may receive only one Non-Pass (NP) in the clinical year and may be offered the opportunity to repeat that particular clinical rotation only once with the stipulation that a Pass (P) must be earned when the rotation is repeated to be able to continue in the program.
- The opportunity to repeat a failed rotation will be granted only after review by the Clinical Director, who may refer the decision to the Program’s Student Progress Committee.
- A failure on any rotation will result in the student being placed on probation for the remainder of the program.
- Once a student has received a Non-Pass (NP) grade on a clinical rotation, any subsequent Non-Pass (NP) grade in a rotation may result in dismissal from the program.

Clinical students who receive a substandard score on the end of rotation exam are required to remediate. (Refer to Supervised Clinical Practice “Remediation of EOR exams”.)

Grading of clinical rotations is the responsibility of the program. If a student should receive failing grades from a preceptor, the circumstances surrounding the low grades will be investigated by the Clinical Director prior to a final determination of a grade for the rotation.

**REMEDICATION IN THE CLINICAL YEAR**

- Refer to Clinical Handbook for complete guidance.
- Note that grading of clinical rotations remains the responsibility of the program with guidance provided by the clinical preceptor. The circumstances surrounding a failure of a supervised clinical practice (SCP) experience will be thoroughly investigated by program personnel prior to posting an official grade.
ENTERING THE CLINICAL YEAR ON PROBATION

- A student may enter the clinical year on probation if they earned a 4th semester GPA of less than 3.00 but continued to maintain a cumulative GPA of 3.00 or greater or, if they advanced to the clinical year after a period of remediation (MPA5000).
  
  - A student entering the clinical year on probation for any reason is subject to the following:
    
    ▪ They will remain on probation for the entire clinical year.
    ▪ In spite of any prior arrangements to the contrary, students entering the clinical year on probation will be limited to a maximum of four (4) clinical rotations at out of area sites (greater than 60 miles).
      - Clinical rotations at out of area sites may be withdrawn at any time if clinical preceptors report that students are unprepared or unprofessional, even if their grading and comments do not result in failure of a rotation.
    
    ▪ They MAY be subject to dismissal as the result of a single failure (Non-Pass) grade on a clinical rotation after review of the circumstances and a determination by the Student Progress Committee.
    ▪ Probationary status will be considered in all cases of academic or non-academic failures and subsequent review by the Student Progress Committee.

PROBATION IN THE CLINICAL YEAR

- If a student receives a non-pass (NP) grade for a clinical rotation in the clinical year, the following will occur:
  
  - The reason for the NP grade will be thoroughly investigated by the clinical educators. The student may be referred to the student progress committee for consideration for dismissal from the program if deemed appropriate by the clinical educators.
  
  - If granted the opportunity to repeat the rotation, the student will receive a non-pass (NP) grade for the course, and the SCP will be repeated at a different site.
  
  - The student will immediately be placed on academic probation as a result of the non-pass for the rotation (SCP). Probationary status will continue for the remainder of the clinical year.
  
  - Any subsequent NP grade on any remaining clinical rotation, may be grounds for dismissal from the program. The student’s situation will be reviewed by the Student Progress Committee and a recommendation to the Program Director will be made.
  
  - If the student chooses to challenge the grade received, follow the procedure outlined above for Challenging a Grade.

- A non-pass grade in the repeated rotation or any subsequent rotation may result in dismissal from the program.

REPEATING A COURSE

- Clinical Phase of the program (final 12 months)
  
  - There is a bit more flexibility in the clinical year for academic issues or life events to alter the original sequence of courses. The Academic Director and Clinical educators would be able to provide guidance on these options in consultation with the Program Director.
CLINICAL YEAR OF THE PROGRAM

Students who receive a failing grade on a supervised clinical practice course, MAY be given the opportunity to repeat the supervised clinical practice course. The reason(s) for failure of the SCP will be evaluated by the Clinical Director and the Program Director. If the reasons are deemed significant enough, the student may be asked to leave the program.

Students who fail to achieve the required grade in a supervised clinical practice course upon the second attempt may be academically dismissed from the program. Potential dismissals will be reviewed by the Student Progress Committee. Once a clinical year student has failed a supervised clinical practice course, they are automatically placed on academic probation for the remainder of the clinical year.

Any subsequent failure of a supervised clinical practice course at any point in the remainder of the clinical year may result in academic dismissal from the program as specified above.

REPEATING A COURSE

- Didactic Phase of the program (first 16 months)
  - Because this phase of the program is provided in sequence, with courses each semester being prerequisite to the following semester’s coursework, each course is only taught once per year.
  - If a student is granted the opportunity to repeat a course, it will be with the next class of students. This would require the student to become a member of the class following their original graduating class.

ACADEMIC DISMISSAL

PRE-CLINICAL PHASE OF THE PROGRAM

Academic Dismissal will be considered by the PA Program Student Progress Committee in the following circumstances:

- A D, F, or NP grade in any course in the didactic (pre-clinical) phase of the program.
- A semester GPA less than 3.00 while already on academic probation
- If placed on probation for a semester GPA of less than 3.00, a student must earn a semester GPA of 3.00 or better in the subsequent semester or be considered for dismissal or deceleration.
- An Honor Council conviction resulting in a penalty of failure of a course or dismissal from the school.

NON-ACADEMIC PENALTIES OR DISMISSAL

Students are expected to comply with all EVMS policies at all times, including but not limited to the EVMS Code of Conduct, Code of Student Conduct, Standards of Conduct for the Teacher-Learner Relationship, Honor Code, and program technical standards. Disciplinary action related to nonacademic matters may include warning, counseling, corrective action plan, probation, or dismissal based on the circumstances and judgment of the Program Director.

DISMISSAL

In each of the cases where a student is at risk for dismissal, the PA Program Student Progress Committee, comprised of the PA Program’s core faculty, will meet to discuss and deliberate the student’s situation. They will then make a recommendation to the PA Program Director.

APPEALING DISMISSAL
Students should be thoroughly familiar with School of Health Professions’ grievance and appeals policies and procedures.

Students may appeal academic and non-academic program decisions to the Dean of the School of Health Professions.

**READEMISSION POLICY**

A student may be readmitted to the program for one of the following reasons:

- Student progress committee recommendation to Program Director (typically this return would be in a probationary status)
- Student who has left the program for any reason who has been granted permission to return
- Other life events that require an extended absence from the program
- As a result of the appeals process through the Dean’s Office.

In all cases above, the student must have permission to return to the program, in writing, from the PA Program Director before they leave the program.

**STUDENT PROGRESS AT THE END OF SEMESTER 4**

Remediated Progression to the Clinical Year

Semester 4 represents the final semester of didactic instruction for the program. All of the coursework during the clinical year of the program is graded on a “pass – fail” system that awards Honors (H), High Pass (HP), Pass (P), or Non-Pass (NP) for each course. As such, the grade point average for the entire program is established at the end of semester 4 of the program.

The Program has traditionally required a cumulative grade point average (GPA) of 3.00 in order to graduate from the program (as is customary at most graduate training programs). Therefore, in order to progress to the clinical year of the program, the cumulative GPA must be 3.00 or higher at the conclusion of the 4th semester.

The PA Program Student Progress Committee may exercise limited discretion in this regard when they believe that extenuating circumstances affected a student’s ability to achieve the required cumulative GPA at the end of the 4th semester. Consideration for a remediated progress to the clinical year would require all of the following conditions to be met:

1. A cumulative GPA between 2.90 and 2.99 at the end of semester 4 of the program
2. Extenuating circumstances affecting the student’s achievement
3. A consensus of the Progress Committee that the student has the requisite skills and knowledge to progress in spite of their grades, after a period of remediation.

*Note: A student who has already been decelerated or who was on probation two or more times in 4 semesters, would not be eligible for this consideration.*

The Student Progress Committee would meet at the end of the 4th semester to determine if the Associate Program Director and the Academic Director should develop an individualized plan of remediation for a student or students.

1. Decision for remediation or dismissal from the program:
   - Note: as always, GPAs will be rounded to 2 decimal places by Excel.
     a. Students whose cumulative GPA rounds to 2.89 or less will be dismissed from the program
     b. Students whose cumulative GPA rounds to 2.90 to 2.99, would be considered for a remediated progression if the Progress Committee agrees that:
i. Extenuating circumstances exist(ed) for the student
ii. The progress committee agrees that the student has (or will have) the requisite skills and knowledge to progress in spite of their grades, after a period of remediation.
iii. The student has taken advantage of opportunities for recommended student support services
   1. Student academic records will be reviewed for efforts by faculty advisors to support the student during all four didactic semesters.
   2. Students who have documented referrals for tutoring, study and testing evaluations, or other student support services will be evaluated by the progress committee in terms of whether they took advantage of available student support services.
   3. Failure to follow through on recommendations may be viewed unfavorably by the committee when determining eligibility for remediation.

2. MPA 5000 – Directed Medical Studies – VARIABLE credits
   a. A remediating student will not progress to clinical rotations with their classmates. The first six to twelve weeks of the clinical year will be devoted to their remediation efforts.
   b. The remediating student will be enrolled in MPA 5000 - Directed Medical Studies. The general syllabus for this course will be the same for all students, but an individualized schedule of directed remediation and a schedule for activities and assessments will be provided.
   c. Within the Directed Studies course, an individual remediation plan will be tailored to the needs of the student, based on exam performance throughout the first 4 semesters of the program.
   d. The individual remediation plan will outline the following in detail:
      i. Subjects and skills to be remediated
      ii. An instruction and study plan
      iii. How each component will be assessed
      iv. A schedule for each activity
      v. A schedule for each assessment
      vi. Grade criteria for each form of assessment, and
      vii. What the result of unsatisfactory remediation would be (i.e. dismissal)
   e. Students who successfully progress to the clinical year by remediation will also enter the clinical year on probation. This probationary status would be taken into consideration if the student were to receive a non-passing grade on a clinical rotation.

   o Remediated Progression to the Clinical Year of the Program is meant to be a rare occurrence based on the judgments of the PA Program Academic Progress Committee’s best efforts to evaluate and acknowledge the strengths and weaknesses of individual students. It would not be offered to students who have struggled throughout their training, had two or more semesters on probation, or who had already been decelerated.

The GPA parameters outlined above would trigger a review of a student’s record and consideration for remediation. The standard of performance for students in this program is to maintain a 3.00 GPA or better. Students will not be automatically offered an opportunity to remediate. The outlined criteria must be met.

The effect of the grade from this VARIABLE credit course will be factored into the cumulative GPA.

It is essential that the resulting cumulative GPA is 3.00 or higher in order to successfully progress to the clinical year of the program.

Disclaimer: This process does not change the student’s ability to appeal academic decisions by the PA Student Progress Committee. A student may still appeal academic decisions to the Dean of Health Professions as indicated in the Student Handbook.
PACKRAT EXAMINATION

The Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT) developed by the Physician Assistant Education Association (PAEA), is utilized to evaluate students during the clinical phase of their PA education and to better prepare students for taking the Physician Assistant National Certifying Exam (PANCE). The PACKRAT exam will be administered twice during the clinical year. This is a formative assessment and is NOT included as part of your rotation grade.

The first administration of the PACKRAT will be prior to beginning the clinical year. This test will demonstrate strengths and weaknesses in each student’s clinical knowledge. The results will be used by the student to direct his/her studying during the clinical program. This is a formative evaluation, meant to serve as a demonstration of your current level of knowledge and understanding.

The second administration of the PACKRAT test will be near the end of the program, as a required formative assessment. During this administration of the exam each student will be expected to score well above 120. The minimum score will be set at 135. Those with a score of 135 or less will be required to review your PACKRAT performance report and categories answered incorrectly. This process will include review your PACKRAT performance report and categories answered incorrectly. The student will meet with the CD/CE to review any areas of the exam where the student scored less than 65%. The student will be provided a remediation assignment tailored to the low scoring areas on the PACKRAT. This assignment must be completed within one week. For all students, the results from this administration of the exam should be used to guide study prior to taking the PANCE.

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CLINICAL YEAR SCHEDULING AND POLICIES

Complete guidelines for planning rotations and all clinical year policies are contained in the PA Program Clinical Handbook.
APPENDICES

PA PROGRAM CLINICAL HANDBOOK

The current version is available to students on Blackboard well before the clinical year commences for each class. It outlines clinical rotations, scheduling, and expectations during the clinical year of the program.

FORMS

Office of the Registrar  http://info.evms.edu/registrar_html
* Address Changes Form
* Request for transcript of record Form
* Request for Name Change Instructions and Form
* Student Status Change Form
* Release of Directory Information Form
* Request for Release of Information/Enrollment Verification Form
* Request to Inspect and Review Education Records Form
* Request to Amend Education Records Form
* Request for Tutor Form
* Annual FERPA Notice

Office for Student Affairs  http://www.evms.edu/student-resources/office-of-student-affairs.html
Occupational Health Department  http://www.evms.edu/occ-health/students.html
* Student Health Requirements Form
PHYSICIAN ASSISTANT COMPETENCIES

Medical Knowledge

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

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

Interpersonal & Communications Skills

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

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

Patient Care

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

- work effectively with physicians and other health care professionals to provide patient-centered care
- demonstrate compassionate and respectful behaviors when interacting with patients and their families
- obtain essential and accurate information about their patients
- make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
• develop and implement patient management plans
• counsel and educate patients and their families
• perform medical and surgical procedures essential to their area of practice
• provide health care services and education aimed at disease prevention and health maintenance
• use information technology to support patient care decisions and patient education

Professionalism

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

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

Practice-based Learning & Improvement

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

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

Systems-based Practice

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

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

Adopted 2012 by ARC-PA, NCCPA, and PAEA Adopted 2013 by AAPA

CODES | PRINCIPLES | OATHS

PHYSICIAN ASSISTANT OATH

- I pledge to perform the following duties with honesty, integrity, and dedication, remembering always that my primary responsibility is to the health, safety, welfare, and dignity of all human beings:
- I recognize and promote the value of diversity and I will treat equally all persons who seek my care.
- I will uphold the tenets of patient autonomy, beneficence, non-maleficence, justice, and the principle of informed consent.
- I will hold in confidence the information shared with me in the course of practicing medicine, except where I am authorized to impart such knowledge.
- I will be diligent in understanding both my personal capabilities and my limitations, striving always to improve my practice of medicine.
- I will actively seek to expand my intellectual knowledge and skills, keeping abreast of advances in medical art and science.
- I will work with other members of the health care team to assure compassionate and effective care of patients.
- I will uphold and enhance community values and use the knowledge and experience acquired as a PA to contribute to an improved community.
- I will respect my professional relationship with the physician and act always with the guidance and supervision provided by that physician, except where to do so would cause harm.
- I recognize my duty to perpetuate knowledge within the profession.
- These duties are pledged with sincerity and on my honor.

Source: [www.paeaonline.org](http://www.paeaonline.org)
CODE OF ETHICS OF THE PHYSICIAN ASSISTANT PROFESSION

The American Academy of Physician Assistants recognizes its responsibility to aid the profession in maintaining high standards in the provision of quality and accessible health care services. The following principles delineate the standards governing the conduct of physician assistants in their professional interactions with patients, colleagues, other health professionals and the general public. Realizing that no code can encompass all ethical responsibilities of the physician assistant, this enumeration of obligations in the Code of Ethics is not comprehensive and does not constitute a denial of the existence of other obligations, equally imperative, though not specifically mentioned.

- Physician Assistants shall be committed to providing competent medical care, assuming as their primary responsibility the health, safety, welfare and dignity of all humans.
- Physician Assistants shall extend to each patient the full measure of their ability as dedicated, empathetic health care providers and shall assume responsibility for the skillful and proficient transactions of their professional duties.
- Physician Assistants shall deliver needed health care services to health consumers without regard to sex, age, race, creed, socio-economic and political status.
- Physician Assistants shall adhere to all state and federal laws governing informed consent concerning the patient’s health care.
- Physician Assistants shall seek consultation with their supervising physician, other health providers, or qualified professionals having special skills, knowledge or experience whenever the welfare of the patient will be safe-guarded or advanced by such consultation. Supervision should include ongoing communication between the physician and the physician assistant regarding the care of all patients.
- Physician Assistants shall take personal responsibility for being familiar with and adhering to all federal/state laws applicable to the practice of their profession.
- Physician Assistants shall provide only those services for which they are qualified via education and/or experiences and by pertinent legal regulatory process.
- Physician Assistants shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services.
- Physician Assistants shall uphold the doctrine of confidentiality regarding privilege patient information, unless required to release such information by law or such information becomes necessary to protect the welfare of the patient or the community.
- Physician Assistants shall strive to maintain and increase the quality of individual health care service through individual study and continuing education.
- Physician Assistants shall have the duty to respect the law, to uphold the dignity of the physician assistant profession and to accept its ethical principles. The physician assistant shall not participate in or conceal any activity that will bring discredit or dishonor to the physician assistant profession and shall expose, without fear or favor, any illegal or unethical conduct in the medical profession.
- Physician Assistants, ever cognizant of the needs of the community, shall use the knowledge and experience acquired as professionals to contribute to an improved community.
- Physician Assistants shall place service before material gain and must carefully guard against conflicts of professional interest.
- Physician Assistants shall strive to maintain a spirit of cooperation with their professional organizations and the general public.
PROFESSIONAL SOCIETIES

American Academy of Physician Assistants (AAPA)
The American Academy of Physician Assistants (AAPA) is the only national organization that represents Physician Assistants (PAs) in all specialties and all employment settings. Its membership also includes Physician Assistant students and supporters of the profession. (AAPA website http://www.aapa.org)

Student Academy of the American Academy of Physician Assistants (SAAAPA)
Student Academy of the American Academy of Physician Assistants (SAAAPA) is the national organization for students enrolled in Physician Assistant programs. The SAAAPA has an elected board and participates in many capacities including subcommittees within the AAPA. The SAAAPA can provide information on many topics including: financial aid, survival tips, clinical pearls, hot topics, etc. (SAAPA website: http://www.saaapa.aapa.org).

Virginia Academy of Physician Assistants (VAPA)
Physician Assistants in the Commonwealth of Virginia are represented by the Virginia Academy of Physician Assistants (VAPA). VAPA represents the concerns of Virginia PA's locally, statewide and nationally. Student participation is encouraged and welcomed. (VAPA website: http://www.vapa.org).
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SUPERVISED CLINICAL PRACTICE

Following the successful completion of the pre-clinical year, students advance into the 12-month clinical education phase of the program where they will complete eight Supervised Clinical Practice (SCP) courses. SCP’s represent clinical education opportunities (field placements) that enable students to actively participate in the evaluation and management of diverse patient populations with medical, surgical and traumatic problems in ambulatory and tertiary care centers.

Prior to the beginning of each semester in the clinical year, **students must register**. All students will enroll in eight supervised clinical education field placements as well as a one credit service learning course (MPA 5807) and a one credit Kaplan PANCE review course (MPA 5837) during the clinical year of the PA Program. Each student will complete a minimum of 240 hours of education in each SCP, including Primary Care (Family Medicine, Pediatric Medicine, Internal Medicine, and Women’s Health), General Surgery, Emergency Medicine, Specialty Medicine and a clinical Elective. Electives are scheduled based on student preference and availability of preceptors and facilities. Assignment to clinical sites may extend to sites outside the Eastern Virginia area based on availability and/or by prearrangement.

Clinical sites are primarily located throughout Eastern Virginia (as defined in Distant Student Initiated Rotations) and may extend to outside the Eastern Virginia area. These sites should be developed to provide the student with a good clinical experience.

The clinical year is the opportunity to learn to be a practicing PA. This is the time when students fine tune the life-long self-directed learning skills that will serve them throughout their professional career. Students are encouraged to take full advantage of the preceptor’s knowledge, skills and willingness to teach.

**Students are not expected to know everything. They do however, expect students to ask questions, know their limitations, never place a patient at risk and to abide by the rules, regulations and protocols of the site to which they have been assigned.**

**On the first day of every rotation, students should do the following:**

1. **Ask about writing in and accessing patient charts.** Some preceptors do not want students to document in patient charts.
2. **Determine how to contact the site during non-office hours if unable to be at the site as scheduled.**
3. **Introduce self to the staff.**
4. **Determine expected schedule.**
5. **Discuss with the preceptor those areas in which the student would like to focus during the rotation.**
6. **Determine how the preceptor would like to integrate the student into the practice setting.**

**Student performance at the clinical site and in all components of the performance of the SCP is deemed to be suggestive of subsequent behavior and performance as a practicing PA. Students who fall below the standards set or who are found to have demonstrated a lack of academic integrity or honesty can expect to be at risk for dismissal from the PA Program.**

**Preceptors are NOT responsible for covering all topics in the goals and objectives.** It is the responsibility of the student to ensure each topic in the syllabus is covered by clinical experience and/or directed reading.
**CLINICAL YEAR CONTACT INFORMATION**

**DIRECT CONTACT NUMBER:** 757-446-7193  
**DIRECT FAX NUMBER:** 757-624-2274  
**GENERAL PROGRAM NUMBER:** 757-446-7158

Angela Conrad, MPA, PA-C  
Associate Director for Clinical Education  
Assistant Professor  
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Lauren Etheridge  
Clinical Support Coordinator  
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F: 757-624-2274  
Lester Hall, Office 341  
Office Hours 8am-11:30am and 1:00pm-3:30pm  
etherilb@evms.edu
Clinical Education Standards

Clinical Year Professional Standards

Students should attempt to integrate themselves into the team or practice to which they are assigned. Students are expected to be present ~40 hours per week, ~5 days (total of 240 hours/SCP) at each assigned clinical education site unless otherwise stipulated by the Associate Director for Clinical Education (ADCE) or Clinical Educator (CE). Certain sites will require extended hours due to the nature of the practice. Alternate schedules must be approved by the ADCE/CE prior to student placement at a site and are not likely. Due to preceptor and/or program expectations, there is no guarantee that these requests will be approved. Students ARE NOT TO NEGOTIATE the schedule with the site. If a student is found to negotiate his/her schedule, the student will be required to meet with the ADCE and the overall rotation grade may be affected.

Attendance

Students will be present during day, night and/or weekend hours when required by the preceptor. Additionally, students will attend all learning activities (grand rounds, lectures and other assignments) assigned by their preceptor in correlation with targeted PA learning and behavior objectives. Failure to do so may result in overall grade deductions. Attendance at all scheduled SCP Return-to-Campus (RTC) dates is mandatory and a part of the student’s Total Composite Performance Score (see Clinical Setting Performance Standard). Students may not be able to begin their next rotation if they have not attended the RTC events in their entirety.

Students in the clinical phase of the program will abide by the SCP calendar rather than the PA Program or EVMS academic calendars. Program approved holidays include Thanksgiving, the Friday after Thanksgiving, and a Christmas holiday break (12/24-1/1). Students are expected to be present at the assigned site on any and all additional holidays, provided that site is operational.

There are certain situations (doctor’s appointments, weddings, births, unexpected illnesses, emergencies, etc.) that occur throughout the year that may necessitate time off. For this reason, you are allotted a total of 5 personal absences over the course of your ENTIRE clinical year. No more than 3 days may be missed in one single rotation. Requests for excused personal absences (aside for those unforeseen circumstances), must be received 6 weeks prior to the start of the rotation the requested date falls within. See dates below for deadlines for personal absence requests. UNDER NO CIRCUMSTANCES SHOULD STUDENTS NEGOTIATE THEIR SCHEDULE WITH THE PRECEPTOR WITHOUT FIRST DISCUSSING THEIR SITUATION WITH THE ADCE.

Any student who is absent > 5 days over the course of the Clinical Year will be required to make up all absent days under the discretion of the ADCE/CE. This may entail delaying the graduation date, based on preceptor/site availability.

*3 or more missed days in a single rotation will require input from the ADCE/CE regarding make up hours and possible extension of the rotation. It is the student’s responsibility to contact the ADCE/CE in these situations.

Deadline for requesting personal absences for each SCP are:
- March 21st deadline for excused absences during SCP 1
- May 2nd deadline for excused absences during SCP 2
- June 13th deadline for excused absences during SCP 3
- August 1st deadline for excused absences during SCP 4
- September 12th deadline for excused absences during SCP 5
October 31st deadline for excused absences during SCP 6
December 12th deadline for excused absences during SCP 7
February 6th deadline for excused absences during SCP 8

It is expected that all students attend the first day of each rotation (as many sites only conduct orientation on certain days as well as EMR training). Any student who is not able to attend their first day of an SCP will be required to meet with the ADCE/CE.

The ADCE/CE must be notified of any additional absences (to include illness, emergencies, preceptor schedule change, preceptor absence, etc.) during the SCP for purposes of establishing makeup time and/or assignments. The placement and timing of makeup days will be at the discretion of the ADCE/CE. This may result in an extension of the SCP or repeating the rotation in its entirety. Additionally, the student’s rotation grade may be affected.

In the event of illness or emergency necessitating absence from the clinical education site, students MUST personally notify the clinical site by 8:00 a.m. and contact the PA Program Office (via email or direct communication with Program staff) by 8:00 a.m., or as soon thereafter as physically possible. Voicemail messages are NOT considered appropriate communication. Failure to notify the Program, will result in Program Point deductions and potential disruption of the current rotation. Preceptors and sites frequently contact the Program to verify an absence when it occurs. The student should be aware that absences may affect the final rotation grade, as attendance is one of the graded elements of the Preceptor Evaluation of the Student.

Students absent from an SCP for more than three consecutive days due to illness will require a written medical note for the student file. The note must indicate that you are cleared to return to your clinical rotation and must be signed by the provider.

For circumstances that necessitate an extended absence (a work week or more), a leave of absence may be initiated. Any leave of absence from EVMS requires a documented Change of Status Form with approval from the Dean and Program Director. A leave of absence requires a meeting with the ADCE/CE. This may result in an extension of your clinical year and a delayed graduation date.

INTERVIEWS/SHADOWING
All interviews should be scheduled during your personal day to avoid disruption of your current SCP. Requests for an alternate interview date must be accompanied by documentation of the invitation for an interview (including date and time). The ADCE/CE will determine if the schedule permits adjusting the personal day to accommodate the interview.

Students will NOT be permitted to act as an EVMS student during the interview process or during any shadowing experiences. Students will not be permitted to take absences during their rotation to “shadow” a potential employer or for personal interests. Time spent in a “shadowing” experience will be volunteered during your personal time only. Students are not covered under EVMS liability insurance or authorized to participate in a clinical capacity for the above stated reasons.

STUDENT IDENTIFICATION
Students will wear identification pins and/or badges bearing their name and EVMS PA student status on their short white lab coat (breast pocket location) at all times.
PROFESSIONAL ATTIRE
Students will comply with established dress code policies for SCPs of the PA Program and host institution during clinical education placements. Professional attire for men and women includes: slacks, collared shirts with ties for men, slacks and/or appropriate length skirts with blouses or sweaters, or dresses for women. Women should be careful not to wear shirts, blouses or sweaters that are form-fitting or have a low neckline. Closed toe shoes are required. Neat grooming is expected and lab coats must be clean and in good repair. Blue jeans, tee shirts, flip flops, canvas or nylon shoes are not allowed. Scrubs are allowed only in some emergency departments, select inpatient, and surgical settings and only after inquiring regarding the expectations of the rotation.

Short white lab coats are mandatory for clinical education sites unless otherwise specified by the preceptor. Lab coats with proper identification are required to be worn at all SCP sites.

CONFIDENTIALITY
Students will respect patient confidentiality at all times. Patient information is to be discussed only in the context of professional interaction with health care providers at the clinical site. Failure to protect confidentiality may result in dismissal from the program.

Students will delete/omit identifying personal patient information during oral patient reviews and on any write-ups submitted for academic medical evaluation.

COMMUNICATION WITH PROGRAM AND PROGRAM PERSONNEL
Students will provide the ADCE/CE with a phone number or other contact number by the end of the fourth semester. This must be updated within three days of any change.

Students will retain all written, hand-delivered or electronic correspondence received from the PA Program during each supervised clinical practice which can, as necessary, be reviewed during Return-to-Campus periods with the program staff.

Students may contact the core faculty or staff by telephone (757) 446-7193 (Ms. Etheridge/Ms. Jones), 446-7158 (Main office) or e-mail at any time, with messages returned within 48hrs, when reasonable.

The PA Program will utilize e-mail and/or E*Value as a mechanism for expedient communication with the students. Students must check their EVMS email and E*Value account no less than daily.

Students must maintain EVMS email access throughout their clinical training. EVMS policy forbids program communication through student’s personal email accounts. The program will not respond to any emails sent through a student’s personal email account. All communication must come through EVMS email.
SUPERVISED CLINICAL PRACTICE PROFESSIONAL BEHAVIOR STANDARDS

Technical Standards apply for didactic and clinical year students.

Students will engage in supervised practice in a professional manner with behavior that is patient-centered and reflective of the Code of Ethics of the PA profession.

Students will confer with the preceptor regarding all clinical findings, written notes, interventions and patient management plans and participate as delegated.

Students will immediately report any potential medical liability incident regarding their activities to the preceptor AND the ADCE/CE.

Unless otherwise directed by the preceptor or their designee, the last health care professional to interact with the patient before they leave must be the patient’s health care provider or an employee of the preceptor, institution or organization.

Students will complete the appropriate EVMS and site incident/reporting forms for encounters with all reportable diseases and exposures, and submit to the proper offices and/or personnel as designated. See Protocol for Blood Borne Pathogen Exposure (also on identification badge).

Students are to discuss concerns that arise and difficulties encountered at the site only with their assigned preceptor, ADCE/CE, their designee or the PA Program Director.

Use of cell phones or other personal electronic devices are to be used strictly for medical reference or case logging purposes during SCP hours, but only with expressed permission by your preceptor. Personal phone calls, texting, emailing, etc. are NOT ALLOWED.

DOCUMENTATION

Students will confer with the preceptor regarding general policies and practices of chart entries and/or dictation procedures of the clinical site. Students must receive permission from the preceptor prior to making written entries into the patient records and accessing patient records.

Student entries in records must include student status, (e.g. Your Name, PA-S or Your Name, PA-Student). All student entries on patient records must be countersigned by the clinical preceptor and the preceptor must make a SEPARATE entry that stands alone as patient documentation. The student is responsible for notifying preceptors of this requirement, with any questions being directed to the ADCE/CE immediately.

Documents submitted as part of coursework must demonstrate respect for patient, provider and institutional privacy (confidentiality).

DOCUMENTATION GUIDELINES

PLEASE NOTE THE CURRENT DOCUMENTATION GUIDELINES AS PUBLISHED BY THE CENTERS FOR MEDICARE/MEDICAID SERVICES. You are STRONGLY ENCOURAGED to follow these guidelines for ALL patient encounters. Please contact the program if you have any questions.

DEPARTMENT OF HEALTH AND HUMAN SERVICES-Centers for Medicare & Medicaid Services Evaluation and Management Documentation Provided by Students
Any contribution and participation of a student to the performance of a billable service must be performed in the physical presence of a teaching physician or resident in a service that meets teaching physician billing requirements (other than the review of systems [ROS] and/or past, family, and/or social history [PFSH], which are taken as part of an E/M service and are not separately billable). Students may document services in the medical record; however, the teaching physician may only refer to the student’s documentation of an E/M service that is related to the ROS and/or PFSH. The teaching physician may not refer to a student’s documentation of physical examination findings or medical decision making in his or her personal note. If the student documents E/M services, the teaching physician must verify and re-document the history of present illness and perform and re-document the physical examination and medical decision making activities of the service.

**The preceptor’s note must stand alone and include all components of the billable encounter.**

**The preceptor may not write “see above-seen and agreed” or anything similar.**

For more information visit: https://www.cms.gov/MLNProducts/downloads/gdlinesteachgresfctsht.pdf

**CLINICAL YEAR STRUCTURE**

**SATISFACTORY ACADEMIC PROGRESS**

All students in the EVMS School of Health Professions are expected to attain a term Grade Point Average of at least 3.0 to be considered in good academic standing and a cumulative GPA of at least 3.0 to graduate. Students who do not meet these criteria are subject to formal warnings, probation and/or dismissal. Students who receive a warning or are placed on probation must follow the guidelines outlined below in: Probation in the Clinical year. The Program Director should consider the extent to which a student is performing at a level necessary to attain the knowledge, skills, and competencies required to succeed in the program, including ability to meet the cumulative GPA and other graduation requirements. During the clinical year, students who receive a non-pass on two end of rotation exams are considered at risk. Any student at risk may be subject to formal warnings and/or probation.

**ENTERING THE CLINICAL YEAR ON PROBATION**

A student may enter the clinical year on probation if they earned a 4th semester GPA of less than 3.00 but continued to maintain a cumulative GPA of 3.00 or greater. Or, if they advanced to the clinical year after a period of remediation (MPA5000). A student entering the clinical year on probation for any reason is subject to the following:

- They will remain on probation for the entire clinical year
- In spite of any prior arrangements to the contrary, students entering the clinical year on probation will be limited to a maximum of four (4) clinical rotations at out of area sites (greater than 60 miles).
  - Clinical rotations at out of the area sites may be withdrawn at any time if clinical preceptors report that the student is unprepared or unprofessional, even if the Preceptor Evaluation of Student-Final score and comments do not reflect a non-passing score.
- They MAY be subject to dismissal as the result of a single failure (Non-Pass) grade on a clinical rotation after review of the circumstances and a determination by the Student Progress Committee.
- Probationary status will be considered in all cases of academic or non-academic failures and subsequent review by the Student Progress Committee.
PROBATION IN THE CLINICAL YEAR

If a student receives a non-pass (NP) grade for a clinical rotation in the clinical year, the following will occur:

- The reason for the NP grade will be thoroughly investigated by the ADCE. The student may be referred to the student progress committee for consideration of dismissal from the program if deemed appropriate by the ADCE and CE.
- If granted the opportunity to repeat the rotation, the student will receive a non-pass (NP) grade for the course, and the SCP will be repeated at a different site.
- The student will immediately be placed on academic probation as a result of the non-pass for the rotation at a different site. Probationary status will continue for the remainder of the clinical year.
- Any subsequent NP grade on any remaining clinical rotation will be grounds for dismissal from the program. The student’s situation will be reviewed by the Student Progress Committee and a recommendation to the Program Director will be made.
- IF the student chooses to challenge the grade received, follow the procedures outlined below for Challenging a Grade.

A non-pass grade in the repeated rotation or any subsequent rotation may result in dismissal from the program.

STUDENT PLANNING FOR THE CLINICAL YEAR

Students are ultimately responsible for their own housing and transportation costs, unless special arrangements are made through the program. Students will be required to have a computer with internet capability. It will be used throughout the clinical year for required patient logging, email communication and end of rotation exams.

SEQUENCING OF THE CLINICAL YEAR

Clinical rotations are subject to change for a variety of reasons that are beyond the control of the program, including but not limited to changes in the capacity of preceptors to host students, changes in preceptor capacity to fulfill learning objectives, and changes in state and federal law and regulation applicable to clinical rotations. Sequencing of the clinical courses is subject to change without notice. However, changes will be kept to a minimum. For this reason, students should frequently review their schedule in E*Value checking for updates. Untimely changes in site availability can create a "ripple effect" throughout the entire class and may result in a change beyond the control of the program.

SITE ASSIGNMENT

In general, the first SCP will be in the defined Eastern Virginia area, depending on availability. Assignment to specific SCP sites is primarily dependent on availability, student preference, and E*Value schedule optimization software. Final decisions regarding assignment to individual sites are made by the PA Program and the clinical year team. The decision for assignment is based on many factors, including but not limited to:

- Availability of the site
- Preceptor/site requests
- Individual student characteristics
- Academic challenge presented by site characteristics
- Student past performance in areas critical to success at the site
- SCPs completed by student to date
ELECTIVE AND SPECIALTY MEDICINE SCHEDULING

Elective medicine rotations are defined as any field of medicine in your interest. This can be a repeat of a core rotation or a another field that you are interested in becoming exposed to during your clinical year. Here are some examples of elective possibilities: Dermatology, Cardiothoracic surgery, Gastroenterology, Plastic surgery, ENT, Medical Examiner’s office, any core rotation, etc.

Speciality medicine rotations are defined as any field of medicine that does not include the core rotations. This is to give you exposure to another field of medicine outside of the required core rotations. See examples above excluding core rotations.

Electives and Specialty Medicine rotations are scheduled based on student request and site availability. Requests are due no later than 3 rotations prior to the rotation (see deadlines below), unless otherwise indicated. If there are multiple requests for the same site, student placement will be made by a randomized method. Requests cannot be guaranteed, but all requests will be considered. The process for elective and specialty requests will be outlined by the ADCE/CE.

**Deadlines for submission of request for Elective or Specialty Medicine (locally)**

- SCP 1 and 2 deadline is March 21st
- SCP 3 deadline is April 4th
- SCP 4 deadline is May 2nd
- SCP 5 deadline is June 13th
- SCP 6 deadline is August 1st
- SCP 7 deadline is September 12th
- SCP 8 deadline is October 31st

Students are able to schedule a meeting with the ADCE/CE to discuss elective and specialty medicine opportunities and concerns. Requests for such a meeting should be emailed to the ADCE/CE.

DISTANT STUDENT INITIATED ROTATIONS

The Eastern Virginia area is defined as a 60 mile radius from EVMS to the site. This area is deemed “local” by the PA Program. By request and approval from the ADCE, the student’s residence in Eastern Virginia can be used to define the 60 mile radius.

A distant student initiated site is defined as a site that is outside the Eastern Virginia area (60 miles or approximately 1 hour driving time from EVMS). Students will be allowed five distant rotation opportunities throughout their clinical year. Not all student initiated requests will result in placement.

Students are encouraged to help in the development of new local clinical rotation sites. These local rotations will not count as any of the student initiated distant sites mentioned above. Prior to contacting a potential new preceptor, the student must first discuss the preceptor/site with the ADCE/CE.

The steps the student must follow when pursuing a distant student initiated site are outlined below. **AT LEAST 3 ROTATIONS PRIOR TO THE INTENDED DISTANT ROTATION:**

- Provide the CE with the PRACTICE NAME, PRECEPTOR, ADMINISTRATIVE CONTACT PERSON, ADDRESS, PHONE #, FAX # and EMAIL of the contact person or preceptor who has agreed to host the student and any information regarding hospitals the preceptor practices within.
Provide the program with the dates accepted by the preceptor. The program will then forward the required paperwork for the rotation and follow its progress. Based on distant site preceptor availability, the order of rotations is subject to change, if student desires distant placement.

**Assignment to a distant student initiated SCP is a privilege.** Students granted permission to participate in these rotations are expected to be in and maintain good academic standing and comply with the requirements and guidelines as outlined in the Physician Assistant Program Student Handbook. Students who receive a non-pass on two end of rotation exams may not be permitted to complete additional student initiated/distant rotations and may be placed locally for the remainder of the clinical year. Students at distant SCP sites must abide by the following:

- Check e-mail remotely at least daily.
- Have access to a computer with internet access to allow daily case logging and end-of rotation exams.
- Maintain contact with Service Learning Practicum (MPA5807) faculty advisor via e-mail or via telephone (757 446-7158) to meet all deadlines for project completion.
- Ensure housing (cost incurred by student).
- Provide any additional costs that may be required by the site/facility including but not limited to EMR training, placement fees, etc.

Failure to follow these guidelines will result in withdrawal of the privilege extended to the student to complete the current and any future distant student initiated rotations outside of the Eastern Virginia area and/or may place the student at risk for dismissal from the program.

Once a distant placement has been arranged, the student is obligated to the placement. If a situation arises jeopardizing the distant placement, the student must meet with the ADCE/CE immediately, but the placement may still occur. If the student does not complete the placement, no further student initiated placements will be allowed and all further placements will be at the discretion of the ADCE and/or Program Director.

**Student Progress Outcomes**

**MECHANISM FOR MONITORING AND DETERMINATION OF STUDENT PROGRESS**

Monitoring of student progress and performance evaluations while on clinical rotations is accomplished in the following manner:

- Evaluations
  - Preceptor Evaluations of Student: Mid-rotation and Final Evaluation
  - Student Evaluation of Preceptor: Mid-rotation, final evaluation, and site evaluation
- E*Value logging: PxDx case logging and Time Tracking
- Attendance: SCP rotation and all RTC events
- Rotation Specific Assessment: End of Rotation (EOR) exams and rotation specific assignment(s)
- Program Points: Professionalism components including attendance at RTC events, successful completion and submission of Program assignments/requirements, interaction with the various members at the clinical year team, learning initiative, etc. (Discussed below).
GUIDELINES FOR EVALUATIONS
The Student Evaluation of Preceptor-Mid is due by MIDNIGHT the Sunday following the third Friday of the SCP. The Student Evaluation of Preceptor-Final and Site Evaluations are to be completed through E*Value by MIDNIGHT the Sunday following the last day of the SCP. Grades will be calculated immediately thereafter, and a grade will not be issued without completion of the site and preceptor evaluations.

- If you have any difficulties or questions, please contact the program immediately. This will NOT be an acceptable excuse for failing to complete the site evaluation form.

Preceptor and Site evaluations are REQUIRED by the program. Failure to complete this requirement will result in a meeting with the ADCE and Program Director to determine if the student will be allowed to continue on rotations. Additionally, the rotation grade will be affected.

GUIDELINES FOR E*VALUE LOGGING
This logging allows the program and the accrediting agency to document clinical year activities and participation in special population care, including psychiatric patients.

PxDx logging also allows us to track patient patterns at a site and the quality of the site. This is very important for rotation planning.

Students are expected to log cases on a daily basis, just as practitioners are expected to complete medical charts on the same day of service. Case logging will be assessed at various intervals by the CE.

All PxDx (case) logging and Time Tracking are to be completed through E*Value by MIDNIGHT the Sunday following the last day of the SCP. Grades will be calculated immediately thereafter and a grade will not be issued without completion of the PxDx and Time Tracking.

- If you have any difficulties or questions, please contact the program immediately. This will NOT be an acceptable excuse for failing to complete the site evaluation form.

Logging is REQUIRED by the program. Failure to maintain up-to-date case logging will affect Program Points and the overall rotation grade. Failure to complete case logging will result in a meeting with the ADCE and Program Director to determine if the student will be allowed to continue on rotations.

CLINICAL SETTING PERFORMANCE STANDARD
Clinical performance is evaluated using the following components. To reflect the focus on clinical performance, the largest percentage of the SCP score is achieved through the Final Preceptor Evaluation of Student Form. Students are expected to continually improve throughout the clinical year. The student must achieve a total of 80% on the preceptor evaluation and a Pass on the exam/assignments to pass any SCP.

The final grade for each SCP is derived from the Total Composite Performance Score= Final Preceptor Evaluation of the Student (60%), End of Rotation exam grade (30%), and Program Points (10%) with a maximum total of 100 points. (See section: Performance Evaluation Outcomes)
**Final Preceptor Evaluation of Student (60% of total composite score)**

This evaluation is completed by the preceptor. The final score must be ≥80%. Each section will also be reviewed. Any score of 80% may be discussed with the student with possible remediation required. Any score of <80% on a subsection will be viewed as “intent to fail” or a warning of minimal performance for passing and remediation will be required, along with a meeting with the ADCE/CE. Remediation will focus on the subsection of concern and will be required during the following SCP. See section: Non-pass SCP Grades for details concerning a score <80% for an entire evaluation.

**End of Rotation (EOR) Exam (30% of total composite score)**

EOR exams are administered through the Physician Assistant Education Association (PAEA) national test bank. Each exam consists of 120 questions. The 120 questions are divided into two sections of 60 questions with an optional break. A designated passing score will be established by the ADCE for each exam. The PAEA EOR exam blueprint and topic list are available using the following link. Please use this as a guide for studying. http://www.endofrotation.org/exams/sample-exam/

Failure to pass will result in a written assignment focusing on the identified areas of weakness. All EOR exams will be proctored.

**Note:** There is no EOR exam during the elective rotation. However, there will be an additional assignment that will compose 30% of the grade. Following the specialty medicine rotation there will be a psychiatric specific EOR exam that will count as 20% of the total composite score, an additional assignment will count as 10% of the total composite score. The Preceptor Evaluation will remain 60% and the Program Points 10% of the total 100 points. See individual syllabus for specific details.

**Exam Schedules**

EOR Exams for all rotations followed by RTC will be administered on the Monday of RTC at 9am in a reserved classroom. Students with accommodations should contact Lauren Etheridge at least one week prior to the exam if they have not received a private room confirmation.

EOR Exams for all rotations NOT followed by a RTC will be administered on the final Friday of the rotation at 9am, regardless of location. Students rotating at local sites will take their proctored exam on campus. Students with accommodations should contact Lauren Etheridge at least one week prior to the exam if they have not received a private room confirmation.

<table>
<thead>
<tr>
<th>SCP</th>
<th>Exam</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 EOR</td>
<td>Friday, June 10th 9am</td>
<td></td>
</tr>
<tr>
<td>2 EOR</td>
<td>Monday, July 25th 9am</td>
<td></td>
</tr>
<tr>
<td>3 EOR</td>
<td>Friday, September 9th 9am</td>
<td></td>
</tr>
<tr>
<td>4 EOR</td>
<td>Monday, October 24th 9am</td>
<td></td>
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<tr>
<td>5 EOR</td>
<td>Friday, December 9th 9am</td>
<td></td>
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<tr>
<td>6 EOR</td>
<td>Monday, January 30th 9am</td>
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<tr>
<td>7 EOR</td>
<td>Friday, March 17th 9am</td>
<td></td>
</tr>
<tr>
<td>8 EOR</td>
<td>Monday, May 1st 9am</td>
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</tbody>
</table>

*Exam schedule and location subject to change.*

Students rotating at distant sites will have the following two options for taking their EOR exam:

- Students may take two EOR exams on campus the Monday of RTC covering their previous two rotations. If this option is selected, exams will be given on the same day with a 20 minute break in between exams.
Students may take the EOR exam on the last Friday of the rotation promptly at 9am (unless otherwise scheduled on a Monday as described above). Students will use a web-based proctoring service called ProctorU. Please refer to your ProctorU student handout for additional instructions which is located on Blackboard. If you plan to take a ProctorU exam, you must notify the program six weeks prior to the scheduled exam date. You will then receive notification from the program when your exam is built and ready to be scheduled (about 1 month prior to the exam). Exams are to be scheduled by students through ProctorU at least 72 hours prior to the exam start time. Program points will be deducted for those who do not schedule their exam with ProctorU at least 72 hours in advance or do not log in to take their exam by 9am. Proctor U will charge an additional fee for scheduled exams in less than the 72 hour timeframe. Deadlines for ProctorU are as follows:

- Sign up due for SCP 1: Friday, April 29th 9am
  Exam scheduled for SCP 1: Tuesday, June 7th 9am
  Exam date SCP 1: Friday, June 10th 9am

- Sign up due for SCP 3: Friday, July 29th 9am
  Exam scheduled for SCP 3: Tuesday, September 6th 9am
  Exam date SCP 3: Friday, September 9th 9am

- Sign up due for SCP 5: Friday, October 28th 9am
  Exam scheduled for SCP 5: Tuesday, December 6th 9am
  Exam date SCP 5: Friday, December 9th 9am

- Sign up due for SCP 7: Friday, February 3rd 9am
  Exam scheduled for SCP 7: Tuesday, March 14th 9am
  Exam date SCP 7: Friday, March 17th 9am

To maintain the security of the exams, **adjusted times are not permitted**. If you have concerns regarding site location and time required for travel, please notify the ADCE/CE at least 1 week prior to the scheduled exam date. Otherwise, program points will be deducted for those who do not log in to take their exam by 9am.

**PROGRAM POINTS (10% OF TOTAL COMPOSITE SCORE)**

**Attendance (20% of program points)**
Daily Attendance-at site including appropriate preceptor assigned events; attendance at RTC events (in their entirety)

**Program Requirements (50% of program points)**
Completion and submission of evaluations including mid-rotation evaluations, final-rotation evaluations, site evaluations, and additional requirements such as case logging, work hours, remediation assignments, etc.

**Professionalism (30% of program points)**
As determined by ADCE, CE, clinical year staff and/or other faculty members

**Failure to complete all of the above program requirements will result in deduction of points from the composite score (max of 10 points).**

**TESTING PROCEDURES**

Computer based examinations using Web Based software (ExamDriver) are used in the clinical year. The following are required of the student:
• Have a laptop computer meeting EVMS minimum requirements for computer based examinations.
• Complete any EVMS/Citrix updates here on campus at least 24 hours prior to the scheduled exam, in order to be prepared for a timely exam start. Scores may be affected in the event that a computer is not updated.

During testing on the computer the desktop must be cleared of all unauthorized materials. All papers, bags, recording devices, phones, or other materials are to be placed in the hallway or at the front of the classroom during the exam. The desktop should be clear except for limited authorized test related materials.

Any request to take an exam at a time other than the regularly scheduled date and time should be submitted in writing at least 2 weeks prior to the scheduled exam date. The student must contact the ADCE in writing.

• There are no “early” exams.
• The student MUST be prepared to take the exam as soon as possible if due to an illness or emergency. The ADCE will determine scheduling (time & location) of the make-up exam.
• Requests to take an exam late due to an unanticipated absence (acute illness, injury, or immediate family emergency) on the date of the exam must be initiated by the student and submitted in writing to the ADCE as soon as feasible.
• This is a confidential process between the student and ADCE.

RE-SCHEDULED EXAM GRADES: Re-scheduled exams will be recorded as outlined below for written exams.

• EXCUSED: Students who miss an exam because of illness, injury, or family emergency must provide a reasonable form of proof to the ADCE to be allowed to take the exam at 100%.
• UNEXCUSED: Maximum recorded score for re-scheduled exams is 85% of the total points allocated for that exam. Students, who miss an exam for reasons other than illness, injury, or family emergencies, must explain their situation to the ADCE, who may (in extraordinary circumstances) grant the ability to take the make-up exam at 100% of possible points.

PERFORMANCE EVALUATION OUTCOMES

The ADCE will review the Final Preceptor Evaluation of Student, SCP logging (case encounters and work hours), Return-to-Campus attendance, Program Requirements and EOR exam results to compile a score (Total Composite Performance Score). The ADCE will discuss with the student their performance outcomes from the Final Preceptor Evaluation of Student via e-mail or in person if necessary or desired by the student or the ADCE.

Based on Total Composite Performance Scores, grades for each SCP will be recorded on the transcript as Honors (H) for a score 93 – 100, High Pass (HP) for a score 87-92, Pass (P) for a score 80-86, or NonPass/Fail (NP) for a score of 79 or below. (*Note: any NON-PASS score will require a repeat of the rotation, thereby delaying graduation.)

The ADCE will notify the student, no later than three weeks after the final date of the SCP, OR within one week of receipt of the preceptor evaluation (whichever comes first), of their final grade, if necessary.

NONPASS SCP GRADES

Final Preceptor Evaluation of Student

A student will receive a grade of NonPass (NP) for a SCP if they receive a 79 or less on the Final Preceptor Evaluation of Student.
Students who receive a grade of “NP” on the basis of a non-passing score on a Final Preceptor Evaluation of Student will have the opportunity to repeat one SCP during their clinical education. The time and location of the repeat SCP will be designated by the ADCE/CE. Decisions may be dependent on placement availability.

- In the case of a failed SCP (“NP” as designated by non-passing overall score on a Preceptor Evaluation), the student will be placed on academic probation and will remain on probation until the end of the Program.

Any student who does not achieve a “Pass” upon the second attempt at an SCP or on another SCP will be dismissed from the PA Program.

**Individual Components of Final Preceptor Evaluation of Student**

Any score of less than 80% on an area of the Final Preceptor Evaluation of Student represents an “intent to fail” by the preceptor. Scores in this range will prompt the ADCE/CE to investigate the reasons for the low score(s) and an immediate meeting with the student to determine a course of action. Remediation will be determined by the ADCE/CE.

Students who receive a NP on any individual component of the final preceptor evaluation of student must meet with the ADCE/CE within one week of notification of SCP outcome. During this meeting, the ADCE/CE will develop and review a plan for remediation to address the clinical preceptor comments on areas of weakness in performance outcomes, on the Final Preceptor Evaluation of the Student. Students must complete this assigned remediation process within two weeks of notification by the ADCE/CE, unless otherwise specified. Remediated objectives must be submitted in a clear and concise manner with references included.

**End of Rotation (EOR) Exams**

Students who receive a non passing score on any one EOR exam are required to remediate the exam. Remediation is a process that enables students to address a deficiency noted on examinations and/or evaluations. Remediation of an EOR exam will consist of a written explanation of the “Keyword Feedback” provided on the student’s individual PAEA EOR Exam Performance Report. The student will select 25 bullet points (if there are less than 25 bullets, the student must answer all bullets). For each bullet point, the student must expand on the topic listed, focusing on the TASK identified (i.e., Clinical Intervention, Clinical Therapeutics, Diagnosis, Diagnostic Studies, etc.). References must be provided for EACH answer. Upon completion of the remediation assignment, the student must sign a completed Learning Improvement Process form, which will become a part of the student’s academic file.

Any student receiving a non-passing score on two EOR exams will be required to:

- Re-take the exam and receive a passing score. If a passing score is not achieved on the re-take exam, the student will be presented to the PA program Student Progress Committee to determine the next course of action.
- Complete a remediation of each of the exams given during the clinical year (Total of 7), prior to the end the last return to campus.
- Attend a session with the Director of Academic Support Services to review deficits and test taking skills.

Any student receiving a non-passing score on three EOR exams will be:

- Placed on probation and will remain on probation throughout the clinical year.
- Presented to the PA Program Student Progress Committee to determine the appropriate course of
action.
- Required to attend ongoing sessions with the Director of Academic Support Services.
- May require completion of all remaining SCPs in the local area.

At the completion of SCP 8 a **Cumulative SCP Exam Score** will be calculated. The passing score will be determined by the ADCE and is subject to change per class based on national data provided by the Physician Assistant Education Association (PAEA). If this is a non-pass score, the student will be required to complete a remediation assignment followed by a meeting with the ADCE and/or the Program Director. Failure to complete this will delay the graduation date.

**Final SCP grade - Total Composite Score per SCP**

The ADCE/CE will notify the student of their NP no later than three weeks after the final date of the SCP OR within one week of receipt of all components that comprise the total score (whichever comes first). The ADCE/CE will also determine when and where the repeat SCP will be scheduled. **Students will be permitted to repeat only one SCP during the clinical portion of the PA Program.** The student will be placed and remain on academic probation until the end of Program. Failure of the repeated rotation, or any subsequent rotation, may result in dismissal from the program.

**PACKRAT**

The PACKRAT exam will be administered twice during the clinical year. The PACKRAT is a 225-question multiple-choice exam. You will be allotted four hours to take this exam. It is administered through examdriver, just as your EOR exams. This is a formative evaluation, meant to serve as a demonstration of your current level of knowledge and understanding. This test will demonstrate strengths and weaknesses in each student’s clinical knowledge. The results will be used by the student to direct his/her studying during the clinical program.

**The first administration of the PACKRAT will be during the first Return to Campus week.** During this administration of the exam each student will be expected to score a 120 or higher. Those with a score of less than 120 will be required to review the PACKRAT performance report and categories answered incorrectly. The student will meet with the ADCE/CE to review any areas of the exam where the student scored less than 65%. The student will be provided a remediation assignment (see below). For all students, the results from this administration of the exam should be used to guide study prior to taking the PANCE.

**The second administration of the PACKRAT will be near the end of the program.** During this administration of the exam each student will be expected to score well above 120. There is compelling evidence that those who score at 120 or lower are at great risk for failure on the PANCE Exam. **The minimum score will be set at 135.** Those with a score of less than 135 will be required to review your PACKRAT performance report and categories answered incorrectly. The student will meet with the ADCE/CE to review any areas of the exam where the student scored less than 65%. The student will be provided a remediation assignment (see below). For all students, the results from this administration of the exam should be used to guide study prior to taking the PANCE.

Remediation of the PACKRAT is similar to EOR exam remediation assignments. Remediation will consist of a written explanation of the “Keyword Feedback” provided on the student’s individual PAEA PACKRAT Performance Report. The student will select **50 bullet points** (if there are less than 50 bullets, the student must answer all bullets). For each bullet point, the student must expand on the topic listed, focusing on the TASK identified (i.e., Clinical Intervention, Clinical Therapeutics, Diagnosis, Diagnostic Studies, etc.). **References must be provided for EACH answer.** Upon completion of the remediation assignment, the
student must sign a completed Learning Improvement Process form, which will become a part of the student’s academic file. This assignment must be completed within one week.

**SUMMATIVE EVALUATION**

The Summative Evaluation is designed to ensure that the student has the knowledge, interpersonal skills, patient care skills, and professionalism required for entry into the profession. This evaluation will consist of the following components:

**Cumulative Preceptor Score:** The average of all Preceptor Evaluations (final evaluations for SCP 1-8).

**Cumulative End of Rotation Exam Score:** The average of the seven EOR exam scores.
*A non-passing Cumulative EOR Exam Score will require remediation.* (See section: EOR exams).

**OSCE/PRACTICAL Exam Score:** Completion of a multi-station OSCE/Practical exam at the end of the clinical year with a passing grade on each component, as designated by the ADCE/CE.
*The student must obtain a passing grade on each patient encounter and each clinical skill section to receive a passing score. Non-passing score of failure of any section will require remediation of that section. Remediation will consist of a written assignment based on the area of deficit (deadline established by the ADCE/CE). Failure to complete or pass the remediation will delay the graduation date and require a meeting with the ADCE.*

**Student Professionalism Self-Evaluation:** Completion of an online self-assessment.

**Graduation Requirements**

In order to meet eligibility requirements to graduate, the student must complete the entire PA Program Curriculum, including:
- Completion of the Didactic Curriculum with required competencies and technical standards met.
- Successful completion of all Supervised Clinical Practices.
- Completion of Summative Evaluation components (See section: Summative Evaluation).
- Final PACKRAT score of \( \geq 135 \) or successful completion of associated remediation assignment.
- Attendance at ALL Kaplan Board Review sessions

**Challenging a Grade**

Students have the responsibility of verifying the final rotation grades in E*Value. If a student receives an incorrect final grade, he/she should immediately contact the ADCE to verify the error. Errors will be changed using a “Change of Grade” form completed by the ADCE and the Program Director. A “Change of Grade” form will be submitted to the Registrar for proper notification and correction of the grade on the student’s record.

**Special Circumstances**

Any student unable to complete an SCP due to medical or personal reasons will receive a grade of Incomplete.
Any special circumstances requiring time away from the clinical year must be discussed with the ADCE as soon as possible. An incomplete grade form will be completed as in the didactic year, spelling out the remaining requirements, a timeline for completion, and the grade result if the requirements are not completed.

As outlined in the Student Handbook, remediated progression from the Didactic to the Clinical Year of the Program may, in rare occurrences, take place based on completion of a Directed Studies course during the first six weeks of the clinical year. Students who successfully progress to the clinical year by remediation will also enter the clinical year on probation. This probationary status will last for a single semester (Semester 5) and would be taken into consideration if the student were to receive a non-passing grade on a clinical rotation. If the student exhibits successful clinical year performance for Semester 5, probationary status will be removed and the student will thereafter be able to participate in out-of-area student initiated rotations, if desired.

Remediated Progression to the Clinical Year of the Program is meant to be a rare occurrence based on the judgments of the PA Program Academic Progress Committee’s best efforts to evaluate and acknowledge the strengths and weaknesses of individual students. It would not likely be offered to students who have struggled throughout their training, had two or more semesters on probation, or who had already been decelerated.

**Additional Clinical Year Courses**

**MPA 5807: Service Learning Practicum**

During the clinical education phase, students are responsible for completion of the MPA 5807 course as directed in the syllabus, without impact on the clinical year requirements of the program and the schedule provided by the rotation specific preceptor. Each student must maintain contact with their faculty advisor and meet the deadlines for this course as described in the course syllabus. Successful completion of MPA5807 is a graduation requirement.

**MPA 5837: PANCE Review Course by Kaplan**

All students MUST attend the Kaplan board review course in its entirety throughout the clinical year. Attendance at ALL individual sessions and participation in each practice exam is considered a Graduation Requirement. There will be two to three 3-hour sessions at each return to campus event. These sessions will cover the disease content areas as well as the major task areas covered on the PANCE/PANRE examinations. One session will also include instruction on test taking tips throughout for the PANCE/PANRE exam.

There will be a post test for each session that will focus on the areas of content reviewed in the previous attended session(s).

There is also a course packet that is included within your Kaplan membership (log on information provided upon the start of your clinical year). You will have access to Kaplan, the course packet, online presentations, as well as a large question bank throughout your clinical year and three months thereafter.

This course and Kaplan’s membership is made available as a resource to help you improve your study skills and prepare for your PANCE exam upon graduation.
OCCUPATIONAL HEALTH POLICIES FOR CLINICAL YEAR

BLOODBORNE PATHOGEN EXPOSURES

All students will receive instruction and must document annual attendance at a training regarding the prevention and management of blood/body fluid exposures and other biological hazards. Furthermore, the procedures for care and treatment after accidental exposure to a biological hazard are available through EVMS Occupational Health at (757) 446-5870.

All patients should be assumed to be HIV positive or infectious with other bloodborne pathogens. Standard precautions must be followed in all health-care settings with other bloodborne pathogens and when personnel are exposed to blood and certain other body fluids (amniotic, pericardial, peritoneal, pleural, synovial and cerebrospinal fluid, semen and vaginal secretions) or any body fluid that could possibly be contaminated with blood. Standard precautions do not apply to saliva/urine, except in a setting where the fluids are likely to be contaminated with blood.

Bloodborne Pathogen training is due annually. This is available on-line on Blackboard. Please enroll in the Bloodborne Pathogen Training for Students course, view the PowerPoint presentation, and complete the quiz.

POST-EXPOSURE INSTRUCTIONS

Students who have an unprotected blood/body fluid exposure (i.e. needlestick, scalpel cut, splash to eyes, nose, mouth or to non-intact skin) should immediately wash the wound or skin site with soap and water. Mucous membranes should be flushed thoroughly with water. The “Bloodborne Pathogens Instructions for Needlestick, Body Fluid & Other Exposures” is a laminated instruction card that should be attached to the student’s identification badge. This card gives specific instructions for the protocol to be followed post exposure. Replacement cards can be obtained from Occupational Health.

If an exposure to blood/body fluid(s) occurs during business hours, contact EVMS Occupational Health at (757) 446-5870, or via pager at (757) 584-0550. DO NOT LEAVE THE SITE WITHOUT DOING THIS. If chemoprophylaxis is indicated, it should be started as soon as possible.

If an exposure occurs during nights, weekends, or holidays contact the on-call clinician through the EVMS Exposure Pager: (757) 669-1157 (remember to always identify yourself as an EVMS student). DO NOT LEAVE THE SITE WITHOUT SPEAKING WITH THE ON-CALL CLINICIAN.

The exposure should also be reported as soon as possible to the supervising clinician on the unit where the exposure occurred to obtain testing on the source patient per hospital protocol. Write down the patient’s name, date of birth, medical record number and the name of his/her physician.

Students who have an exposure at the VA Hospital should report it to the Occupational Health Department at the VA Hospital (757-722-9961 ext. 3527) or to the VA Hospital Emergency Department when the Occupational Health Department is closed. The student must also call EVMS Occupational Health to report the exposure as soon as possible.

Exposures occurring at other hospital facilities will receive treatment per the hospital’s exposure protocol. Students must also call EVMS Occupational Health to report the exposure as soon as possible.

Unprotected exposure to active tuberculosis should be reported immediately to EVMS Occupational Health.
Students who seek care with their personal physician risk bearing complete financial responsibility for evaluation and any subsequent treatment.

**TB SURVEILLANCE REQUIREMENTS**

TB surveillance is required yearly.
The student is responsible for obtaining the necessary documentation.
Failure to comply will result in removal from clinical rotations until completed.
All time missed from the rotations will have to be made up at the discretion of the program.
TB surveillance is provided by the school at no charge, see the information below.

PA students are required to have TB surveillance annually or complete a TB Symptom Surveillance Questionnaire if they have previously tested positive. Please call Occupational Health at 446-5870 to schedule an appointment.

**IMMUNIZATIONS**

EVMS is committed to implementing the CDC recommendations regarding vaccines. All EVMS faculty, residents, students, staff and volunteers who work in clinical areas are required to receive an annual influenza vaccination in order to continue in that role. Medical and Religious exemptions may be requested and will be reviewed individually. A request form is available on the Occupational Health website. Flu vaccinations will be required in the fall of your clinical year. Occupational Health will be available to schedule an appointment and will hold flu clinics around campus throughout October. Students must schedule this on their own. Those who are completing away rotations, must have this completed off site. 

*Occupational Health - Phone: 757-446-5870; Fax: 757-446-7188*
### Clinical Year Schedule 2016-2017

**Schedule for Clinical Year 2016-2017**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Discipline</th>
<th>Weeks</th>
<th>Dates</th>
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<tr>
<td>MPA 5465</td>
<td>Introduction to Clinical Practice</td>
<td>TBD</td>
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<tr>
<td><strong>Semester 5 - Summer</strong></td>
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<td>5XXX</td>
<td>SCP1</td>
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<td>May 2, 2016-June 9, 2016</td>
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<td>Return-to-Campus #1</td>
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<td>July 25, 2016-July 29, 2016</td>
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<td><strong>Semester 7 - Spring</strong></td>
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<td>Final Kaplan Board Review</td>
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<td>Remediation/Graduation Requirements</td>
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<td>May 15-19, 2017</td>
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<td>MPA 5837</td>
<td>PANCE Review – Seminar</td>
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<td>Throughout Clinical Year during RTC</td>
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<td>GRADUATION</td>
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**Required SCPs**

- MPA 5705 Family Medicine (3 credits) – 6 weeks
- MPA 5715 Pediatric Medicine (3 credits) – 6 weeks
- MPA 5725 General Internal Medicine (3 credits) – 6 weeks
- MPA 5735 Emergency Medicine (3 credits) – 6 weeks
- MPA 5745 General Surgery (3 credits) – 6 weeks
- MPA 5755 Women’s Health (3 credits) – 6 weeks
- MPA 5765 Specialty Medicine (3 credits) – 6 weeks
- MPA 5775 Elective (3 credits) – 6 weeks

**Notes:** Rotation schedules are determined by the MPA Program and preceptor availability. They are subject to change due to unforeseen circumstances and changes may impact all clinical students. See the student handbook and clinical guidebook for further details.