

EVMS School of Health Professions

Pathologists' Assistant Program Student Handbook

2018 – 2019

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WELCOME FROM THE DEAN



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 faculties 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)
- Certificate in Anatomy
- Contemporary Human Anatomy (MS)
- Doctor of Health Sciences (DHSc)
- Laboratory Animal Science (MS)
- Master of Healthcare Analytics (MHA)
- Master of Healthcare Delivery Science (MHDS)
- Medical and Health Professions Education (MS)
- Pathologists' Assistant (MS)
- Physician Assistant (MPA)
- Physician Assistant Fellowship in Emergency Medicine
- Physician Assistant Fellowship in Pediatric Urgent Care
- Public Health (MPH) and Public Health Certificates
- Reproductive Clinical Sciences, (PhD and MS)
- Surgical Assisting (MSA)
- 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 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.

GRADE POINT AVERAGE 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).

Grade	Grade Points	Grades Not Affecting GPA
A	4	AU = Audit
A-	3.67	I = Incomplete
B+	3.33	P = Pass
B	3	W = Official Withdrawal
B-	2.67	WF = Unofficial Withdrawal
C+	2.33	
C	2	
C-	1.67	
D+	1.33	
D	1	
D-	0.67	
F	0	

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.

Grading Scale

Unless an exception is approved by the Dean, courses offered in the School of Health Professions will use the following grading scale.

Percentile	Grade
100 - 94	A
93 - 90	A-
89 - 87	B+
86 - 84	B
83 - 80	B-
79 - 77	C+
76 - 74	C
73 - 70	C-
69 - 67	D+
66 - 64	D
63 - 60	D-
59 or less	F

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. All applicants seeking to transfer credit(s) should contact the program for special application or credential requirements. Decisions regarding applicability of transfer courses/credits will be made by the Program Director in consultation with the faculty as deemed appropriate. EVMS assumes responsibility for the academic quality of all course work or credit recorded on the institution's transcript. It is the responsibility of each program to determine a student's comprehension of the requisite material and to ensure that the transferred course work and/or learning outcomes are comparable to the courses offered by the applicable EVMS program.

ASSIGNING CREDIT HOURS

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

Type of Course	Credit/Contact Hours
Lecture, Seminar, Independent Study	1 credit = 15 contact hours
Laboratory	1 credit = 30 contact hours
Clinical Rotations, Internship	1 credit = 80 contact hours

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:

Semester Format	Credit Hours	Total Hour Commitment	Weekly Course Time Commitment
16-week	3	135	8.4 hours
15-week	3	135	9 hours
13-week	3	135	10.4 hours
12-week	3	135	11.3 hours
10-week	3	135	13.5 hours
9-week	3	135	15 hours
8-week	3	135	16.9 hours
6-week	3	135	22.5 hours

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.

STUDENT DISABILITY SERVICES STATEMENT

EVMS is dedicated to providing reasonable accommodations to qualified students with a documented disability. The student must self-identify with the Office of Student Disability Services as having a disability to begin the accommodation process. It is in the best interest of the student to begin the accommodation process as soon as you are aware that you may need them, as accommodations are not retroactive. All students must be able to fulfill the academic and technical standards of their academic program with or without reasonable accommodations; however accommodations are made available to aid in fulfilling those standards, not to waive them. If you have, or believe you have, a disability for which you wish to request accommodations under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, you must contact the EVMS Disability Officer – StudentDisability@EVMS.EDU . For more information about the disability accommodations process, please visit: http://www.evms.edu/education/additional_resources/disability_guide_for_students/.

WELCOME

Welcome to the nascent Pathologists' Assistant (PathA) Program at Eastern Virginia Medical School (EVMS). You are enrolling in a professional Graduate curriculum that is both rigorous and demanding, but will prepare you exceedingly well for a rewarding and challenging career as a Pathologists' Assistant. We will provide you a learning environment that is supportive and intellectually stimulating. The faculty expects the highest professional conduct from each and every student. Reciprocally, the PathA faculty has a deep commitment to provide you an exceptional education grounded on a blend of unique faculty expertise and understanding of mutual respect and support towards our students.

The PathA Student Handbook provides students with institutional and program policies information. Please read this handbook carefully and entirely.

On behalf of the PathA Program faculty and administrative staff, we welcome you to this formative journey in your educational experience and look forward to assisting you in achieving your academic ambitions and career goals.

Sincerely,

Dr. Jorge L. Jacot

Jorge L. Jacot, MS (PathA), Ph.D.
Associate Professor and Program
Director Pathologists' Assistant Program
Eastern Virginia Medical School
JacotJL@evms.edu
757-446-5648

BRIEF PROGRAM HISTORY

EVMS initiated a plan to develop a Pathologists' Assistant (PathA) Program in 2016 at that time, there were no Pathologists' Assistant Programs in the state of Virginia and only ten other Pathologists' Assistant Programs available in the United States.

The EVMS PATHA Program enrolled its inaugural class of thirteen students in August 2016. Didactical coursework and laboratory exercises were held on the third floor of Lewis Hall where the available resources were custom-built for the needs of the program. The second year of the program expanded enrollment to fifteen students. This enrollment size placed the EVMS PathA program to be the fourth largest program in the United States, with a total of twenty-eight students including incoming and students that progressed to the second-year clinical clerkships.

WHAT IS A PATHOLOGISTS' ASSISTANT?

A pathologists' assistant (PathA) is a highly trained allied health professional who provides various services under the direction and supervision of a pathologist. Pathologists' assistants interact with pathologists in a manner similar to physician assistants in surgical and medical practice, carrying out their duties under the direction of physicians. PathAs are academically and practically trained to provide accurate and timely processing of a variety of laboratory specimens, including the majority of pathological specimens, which are key components to helping make a pathologic diagnosis.

Pathologists' assistants work in a wide scope of clinical practices. Although the majority of pathologists' assistants work in academic and community hospitals, they can also be employed in other areas such as private pathology laboratories, forensic pathology laboratories and morgues, reference laboratories, government healthcare systems, and medical teaching facilities. Some PathAs are even self-employed business owners providing their pathology expertise via contract.

PURPOSE

Program Mission, Goals and Outcomes

EVMS Mission Statement: Eastern Virginia Medical School is an academic health center dedicated to achieving excellence in medical and health professions education, research and patient care. We value creating and fostering a diverse and cohesive faculty, professional staff and student body as the surest way to achieve our mission. Adhering to the highest ethical standards, we will strive to improve the health of our community and to be recognized as a national center of intellectual and clinical strength in medicine and health professions. Our commitment to ensuring institutional effectiveness is demonstrated by the continuous assessment processes we use to improve program performance and student learning outcomes.

Pathologists' Assistant Program Mission Statement: The EVMS Pathologists' Assistant Program is committed to educate and train individuals to become academically qualified and highly competent Allied Health Professionals as Pathologists' Assistants that provide surgical, autopsy, and forensic pathology professional services under the guidance of a board certified pathologist. The program will prepare students to successfully complete the American Society for Clinical Pathology Board of Certification examination for Pathologists' Assistant. Upon completing this program, students will have acquired the necessary skills and demonstrated the professionalism required to fulfill the responsibilities of a Pathologists' Assistant and shall be prepared to serve in hospitals, clinical laboratories, biorepositories, and medical teaching facilities.

Program Goals: Our program establishes the following student expectations and learning outcomes upon completion of the program. The program goals are related to the mission of EVMS and the School of Health Professions and are reflective of the scope of practice for Pathologists' Assistants. Achievement of these goals is evaluated directly or indirectly utilizing tools that measure specific outcomes related to the goals. The goals for the Pathologists' Assistant program are:

#	Program Goal
#1	Academic: Graduates shall have a solid foundation of knowledge on which to build their careers and shall be capable of self-directed learning to allow for adaptability in clinical practice as well as continued professional development.
#2	Professionalism: Graduates shall have an understanding of the importance of professionalism and ethical behavior as it relates to themselves, their employer, their profession, their patients and the greater community. They shall conduct themselves in a manner that is consistent with this understanding.
#3	Educational Teaching: Graduates will have an understanding of educational theories and shall be capable to serve as educators, to teach Pathology residents, medical students, and other students of Pathology utilizing various proven methods of instruction.
#4	Surgical Pathology: Graduates shall have an understanding of Anatomic Pathology Laboratory techniques and operations, and shall execute the duties required of a Pathologists' Assistant, including pre-analytic, analytic, and post-analytic gross room functions.
#5	Medical Autopsy Pathology: Graduates shall have an appreciation of the role of the medical autopsy and understanding of legal, ethical, and technical requirements. They shall be able to execute the duties of a Pathologists' Assistant in the preparation, performance, and reporting of an autopsy.
#6	Forensic Autopsy Pathology: Graduates shall understand the role of the forensic autopsy in the medico-legal system and the legal, ethical, and technical requirements involved. Students shall be proficient in forensic techniques such that they may participate in post-mortem examination and evidence collection in a manner consistent with practice as a Pathologists' Assistant.
#7	Laboratory Administration & Management: Graduates shall have an understanding of basic theory and regulatory requirements a medical laboratory, and shall have proficiency in basic elements of laboratory administration and management.
#8	Biorepository Operations: Graduates shall have an understanding of Biorepository operations and regulations, and shall have experience working in this environment.

ACCREDITATION

The EVMS Pathologists' Assistant Program obtained "Serious Applicant" status designation on July 5th 2018 from the National Agency for Accreditation of Clinical Laboratory Sciences (NAACLS) and is currently in the process of seeking accreditation by NAACLS. The program continues to strive to comply with all the Standards established by NAACLS. The approximate date for the program to be eligible for NAACLS accreditation will be in early 2019.

KEY PROGRAM CONTACT INFORMATION

Program Contact	Email	Phone Number
Program Director Jorge L. Jacot, MS (PathA), Ph.D. Associate Professor	jacotJL@evms.edu	757-446-5648
Medical Director Richard Conran, Ph.D., MD, JD Professor	conranrm@evms.edu	757-446-5620
Assistant Medical Director Jolanta Kowalewska, MD, Ph.D. Associate Professor	kowalej@evms.edu	757-446-5621
Educational Coordinator Kerwin Kolheffer, MS (PathA) (ASCP) CM Associate Professor	kolhefKM@evms.edu	757-446-5068
Administrative Support Roxy Bannerman	bannerRE@evms.edu	757-446-7123

PATHOLOGISTS ASSISTANT PROGRAM ORGANIZATION CHART

Medical Master's Specific Content

ADMINISTRATION

Name	Address	Phone	Email
Deborah Damon, Ph.D. Program Director Professor	Lewis Hall, Room 3128 700 W. Olney Road, Norfolk, VA 23507	757-446-5267	DamonDH@evms.edu
Sheila Scoville, Ph.D. Program Co-Director Associate Professor	Lewis Hall, Room 3067 700 W. Olney Road, Norfolk, VA 23507	757-446-5172	ScovilSA@evms.edu
Michelle Kubricky, MS Program Administrator	Lewis Hall, Room 3118 700 W. Olney Road, Norfolk, VA 23507	757-446-5944	KubricMA@evms.edu
Erin Neal, MS Advisor/Clinical Coordinator	Lewis Hall, Room 3113 700 W. Olney Road, Norfolk, VA 23507	757-446-5944	NealEN@evms.edu
Dominique Bannarn Administrative Support Coordinator	Lewis Hall, Room 3110 700 W. Olney Road, Norfolk, VA 23507	757-446-5944	BannarDL@EVMS.EDU
Diane Dougherty, MS Administrative Support Coordinator	Lewis Hall, Room 3019 700 W. Olney Road, Norfolk, VA 23507	757-446-5944	DougheDE@EVMS.EDU

ADMISSIONS COMMITTEE

Susan Castora, B.A., Director of Admissions, EVMS
Deborah Damon, Ph.D., Program Director, Medical Master's Program
Amy Fantaskey, M.D., Assistant Professor, Pathology & Anatomy Department
Gyorgy Lonart, Ph.D., Associate Professor, Pathology & Anatomy Department
Sheila Scoville, Ph.D., Co-Director, Medical Master's Program
First Year Medical Students (2) – Medical Master's Graduates

PROGRAM DESCRIPTION

The Eastern Virginia Medical School Medical Master's Program is a one-year pre-professional (post-baccalaureate) master's degree program designed for students who wish to matriculate into medical or dental schools. The curriculum, which mainly consists of medical school courses taken with first year medical students, also contains a clinical anatomy course along with a presentation skills and professional knowledge course aimed at improving students' interview skills and knowledge about other players in the healthcare field with whom they would interact as a physician. The program provides an opportunity for highly motivated students to improve their academic credentials by demonstrating their academic abilities in a rigorous medical school environment. For this reason, it is particularly suitable to help students make themselves more competitive applicants to allopathic and osteopathic medical programs as well as dental and other health professions programs.

GOALS AND OBJECTIVES

Program Goal: It is the goal of the Medical Master's Program that every student successfully complete the program to become more academically competitive and an overall better candidate for admission to the professional school of his/her choice.

To accomplish this goal, the program has established the following objectives:

- Offer five first-year medical school courses within the Medical Master's Program curriculum to create a challenging academic environment.
- Enhance student interviewing skills through the use of mock interviews with accompanying feedback.
- Initiate patient exposure through Standardized Patient experiences.
- Advise students individually and in small groups based on student ability and intention.

TRANSFERABILITY OF CREDIT

No courses may be transferred for credit leading to the Medical Master's Degree.

CURRICULUM

Fall Semester	Credit Hours
BM 529: Foundational Science*	10
BM536: Human Structure	10
BM519: Presentation Skills and Professional Knowledge	3
Total	23
Spring Semester	Credit Hours
BM531: General Mechanisms of Disease*	6
BM532: Skin, Muscle and Bone*	4
BM533: Gastrointestinal System and Metabolism*	5
Total	15

* Courses taken with first-year medical students.

The schedule of classes will be provided before the start of each semester. Contact the Medical Master's program staff for instructions to download the schedule to your computer or other personal devices. The Outlook calendar is considered the official calendar.

ABSENCES

Medical School Courses:

- Students should fill out the excused absence form if they need to request an absence. The form goes to Morgan Russell, the Manager of Student Disabilities, for approval. If you are sick and miss class before the form can be approved, fill it out ASAP after your return.
- For pre-approved absences, fill out the approval form as soon as possible and the approval will be forwarded to your course directors as indicated on the form.
- Absences for medical school interviews will be considered excused absences.
- Form: https://evms.us2.qualtrics.com/jfe/form/SV_eSfB6bGhkTYurC5

Health Professions Courses: (Human Structure and Presentation Skills and Professional Knowledge)

- Students should contact the Course Director to request an excused absence.

Course Directors reserve the right to deduct points for unexcused absences. See each course's syllabus.

TECHNICAL STANDARDS

The abilities and skills students must possess in order to complete the education and training of the program are referred to as “Technical Standards.” These abilities and skills are essential for entry into most professional practice settings.

OBSERVATION SKILLS

Demonstrate sufficient attention and accuracy in observation skills (visual, auditory, and tactile) in the lecture hall, laboratory, and/or online settings. Indicators include but are not limited to accurate visualization and discrimination of text, numbers, patterns, graphic illustrations, and other imaging texts.

COMMUNICATION SKILLS

Demonstrate effective communication skills with health care professionals, and with people of varying cultures, ethnicities and personalities. Indicators include but are not limited to these examples:

- Clear, efficient, and intelligible articulation of spoken English language.
- Legible, efficient, and intelligible written English language.
- Accurate and efficient English language reading skills.
- Accurate and efficient expressive and receptive communication skills.
- Ability to accurately follow directions (oral and written).

CRITICAL REASONING SKILLS

Demonstrate critical reasoning skills, including, but not limited to, intellectual, conceptual, integrative, and quantitative abilities. Indicators include but are not limited to these examples:

- Demonstrate ability to measure, calculate reason, analyze, integrate, and synthesize information.
- Demonstrate ability to acquire, retain, and apply new and learned information.

MOTOR AND SENSORY FUNCTION

- Perform demonstrations and experiments in the basic sciences.
- Demonstrate the potential to observe a patient accurately, both at a distance and close at hand; this ability requires the functional use of vision and somatic sensation.
- Demonstrate the potential to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications.
- Communicate effectively and efficiently in oral and written form.
- Demonstrate the potential to execute movements reasonably required to provide patients with general care and emergency treatment.
- Candidates should also have sufficient motor function to demonstrate the potential to elicit information from patients by palpation, auscultation, percussion and other diagnostic techniques.
- The ability to solve problems, a skill which is critical to the practice of medicine, requires the intellectual abilities of measurement, calculation, reasoning, analysis and synthesis. In addition, a candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities required for the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients.

- All students of medicine must possess the intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty.

BEHAVIORAL/SOCIAL ATTRIBUTES

Demonstrate the behavioral and social attributes vital to participation in a professional program and service as a practicing laboratory professional. Indicators include but are not limited to these examples:

- Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect, and cognition).
- Ability to develop mature and effective professional relationships with faculty, patients, the public, and other members of the health care team.
- Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
- Demonstrate impartial motives, attitudes, and values in roles, functions, and relationships.
- Ability to monitor and react appropriately to one's own emotional needs and responses.
- Display appropriate flexibility and adaptability in the face of stress or uncertainty associated with laboratory experiments.