

# **School of Health Professions Policies and Procedures**

**2021-2022**

**Effective July 1, 2021**

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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, 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

## **MISSION**

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.

## **VISION**

Eastern Virginia Medical School will be recognized as the most community-oriented school of medicine and health professions in the United States.

## **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.

## **BACKGROUND**

The EVMS School of Health Professions (SHP) provides an administrative structure for the following academic programs:

- Art Therapy and Counseling, MS
- Biomedical Sciences, MS
- Biomedical Sciences, PhD
- Clinical Psychology, PhD
- Contemporary Human Anatomy, MS
- Doctor of Medical Science, DMSc
- Health Sciences, DHSc
- Healthcare Analytics, MHCA
- Histotechnology, MS
- Laboratory Animal Science, MS
- Master of Healthcare Administration
- Master of Public Health
- Master of Surgical Assisting
- Medical Master's, MS, 1-year and 2-year
- Medical and Health Professions Education, MHPE
- Medical and Health Professions Education, PhD or EdD
- Pathologists' Assistant, MHS
- Physician Assistant, MPA
- Emergency Medicine Physician Assistant Postgraduate Practicum
- Physician Assistant Fellowship in Pediatric Urgent Care
- Reproductive Clinical Science, MS
- Reproductive Clinical Science, 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.

## 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	= 4.00	I = Incomplete
A-	= 3.67	P = Pass
B+	= 3.33	W = Official Withdrawal
B	= 3.00	WF = Unofficial Withdrawal
B-	= 2.67	
C+	= 2.33	
C	= 2.00	
C-	= 1.67	
D+	= 1.33	
D	= 1.00	
D-	= 0.67	
F	= 0.00	

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 notifying students of final grades at the end of each term.

### Grade Point Calculation

The grade point average (GPA) 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. Mathematical rules for rounding to the nearest whole number based on two decimal places apply.

## 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 no later than the mid-point of the following grading period/term unless special written approval is granted by the Course Director and Program Director due to 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 to 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/term 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 to 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 *Academic and Non-Academic Deficiencies* section. Programs may have additional remediation policies and procedures, and students should contact the appropriate program office or Program 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.

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.

## **Grade Appeals**

Students may appeal a final course grade by submitting a written request to the Course Instructor within seven days of the grade being issued. The appeal must state in detail the reasons for the appeal and the action the student requests. The Course Instructor must respond to the student in writing within seven days with a decision. If the issue is not satisfactorily resolved, the student may appeal the decision in writing to the Program Director within seven days. The appeal must state in detail the reasons for the appeal and the action the student requests. If no appeal is lodged within seven days, the student's grievance will be considered resolved. The Program Director must respond to the student in writing within seven days with a decision. If the issue is still not resolved, the student may appeal the decision in writing to the Dean of the School of Health Professions within seven days. The appeal must state in detail the reasons for the appeal and the action the student requests. If no appeal is lodged within seven days, the student's grievance will be considered resolved. The Dean will review all pertinent material and may meet with the student, the Program Director, faculty member, and/or other persons as necessary. The Dean may constitute an advisory group to assist in this review. The Dean will render a written decision within ten days to the Program Director, the Course Director, and the student. The decision of the Dean is final.

## **Satisfactory Academic Progress**

All students in the EVMS School of Health Professions are expected to attain a term GPA of at least 3.00 to be considered in good academic standing, and maintain a cumulative GPA of at least 3.00 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, to remain in the program. Students on probation who fail to demonstrate academic progress in the following term may 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 (3.00) 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 included in the GPA calculation. 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, 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 for Student Affairs, the Director of Financial Aid, 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 or designee 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 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.

## **STUDENT COMPLAINTS PROCESS**

The student complaints process may be found on the EVMS website [here](#).

### *1. Academic or Non-Academic Grievances*

Students who desire to file academic or non-academic grievances related to their program must follow the grievance procedures outlined in the applicable Doctor of Medicine or Health Professions Student Handbooks.

### *2. Compliance Complaints*

EVMS has a Compliance Program whereby all members of the EVMS community (students, faculty, staff, visitors, Board members, etc.) may report ethics and compliance concerns such as violation of laws, regulations, EVMS policies, discrimination or harassment, and student or employee mistreatment. The Compliance Program is administered by the EVMS Office of Institutional

Compliance. Complaints may be made to the EVMS Office of Institutional Compliance by phone at 757.446.6008, or by written or verbal report through the [EVMS Ethics and Compliance Hotline: 1.800.461.9330](#) (anonymous reporting available). If the issue is related to patient services, complaints may be made to the EVMS Privacy Line, **757.451.6298**. For more information about EVMS and EVMS Medical Group Compliance Programs, please see the [EVMS Compliance Programs/Reporting web page](#).

### 3. *State Council of Higher Education for Virginia (SCHEV)*

SCHEV is the regulating body for all Virginia institutions of higher education. Once a student has exhausted all available grievance options for a complaint, a complaint can be filed with SCHEV, who will investigate all matters that fall within SCHEV's authority. For more information, please see the [SCHEV student complaints web page](#).

SCHEV also oversees the participation of eligible Virginia institutions in the State Authorization for Reciprocity Agreement (SARA), which establishes national standards for postsecondary distance education courses and programs. Student complaints related to distance education first go through the EVMS procedures outlined above. If a student is not satisfied with the institutional process, the complaint may be appealed:

- *For students from SARA states*. EVMS is a participant in SARA and accepts the authority of SCHEV in resolving complaints made by distance education students from SARA states. Students may, within two years of the incident about which the complaint is made, appeal to SCHEV. Note, however, that complaints regarding student grades or student conduct violations are governed entirely by institutional policy and the laws of the Commonwealth of Virginia. The resolution of the complaint by SCHEV will be final. For more information about filing a complaint with SCHEV, please see the [SCHEV student complaints web page](#).
- *For students from non-SARA member states*. Students residing in California, a non-SARA member state, may file a formal complaint with their home state by using [this form](#).

### **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.

**Eastern Virginia Medical School  
Master of Surgical Assisting Program  
Student Handbook**

**Class of 2023**

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## **WELCOME**

The information contained in this handbook is an extension of current institutional policies and procedures. The [EVMS Student Handbook](#) is accessible on-line. Since the implementation of the curriculum remains dynamic, and is subject to continuous review and improvement, the provisions listed are subject to change without notice.

Changes will be communicated to students and faculty through written and verbal communication.

Students are expected to be familiar with the policies provided in this handbook and are required to submit an acknowledgement that indicates receipt and review of this handbook.

## **BRIEF PROGRAM HISTORY**

Since 1981, Eastern Virginia Medical School, in association with area hospitals, has offered an educational program to prepare candidates for a career to assist surgeons in the performance of surgical procedures. Our nationally-accredited program consists of ten months of classroom instruction, followed by one year of clinical rotations. Graduates receive a Master of Surgical Assisting and are required to apply for the National Surgical Assistant Association Certification Exam. The Surgical Assistant Program is sponsored by the School of Health Professions and the Department of Surgery.



## **ACCREDITATION**

The Surgical Assistant Program is nationally accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through November 2028.

Commission on Accreditation of Allied Health Education Programs  
25400 U.S Highway 19 North, Suite 158  
Clearwater, FL 33763

## **PURPOSE**

### **MISSION STATEMENT**

The Eastern Virginia Medical School's Masters in Surgical Assisting Program mission is to prepare skilled, qualified and competent individuals as surgical assistants.

This mission is actualized by:

- Providing dynamic education in a quality environment
- Recruiting highly academically prepared individuals
- Delivering the highest quality education
- Nurturing future educators and leaders of the profession

### **LEARNING DOMAINS**

Graduates of the EVMS Master of Surgical Assisting Program will be able to:

- Perform as a competent entry-level surgical assistant by demonstrating appropriate cognitive and psychomotor skills.
- Demonstrate a safe level of practice and knowledge in their role as a surgical assistant.
- Acquire an understanding of the ethical, legal, moral and medical values related to the patient and the operative team during the perioperative experience.
- Demonstrate safe practice techniques in regards to perioperative routines, patient positioning, exposure of the surgical field, hemostasis and emergency procedures.
- Demonstrate and integrate principles of surgical asepsis as part of the perioperative experience.
- Correlate the knowledge of advanced anatomy, physiology, pathophysiology, pharmacology and microbiology to their role as a surgical assistant.
- Correlate the elements, action and use of medications and anesthetic agents used during the perioperative experience.
- Apply knowledge and skills as a professional surgical assistant to address the biopsychosocial needs of the surgical patient.
- Demonstrate best educational and professional practices through training and mentoring of peers.

## **GOALS**

The goals for the Master of Surgical Assisting program are that students will:

- Demonstrate competency in operation room knowledge.
- Achieve the skills to effectively integrate practice-based learning for self-improvement.
- Develop effective interpersonal and communication skills.
- Demonstrate a high level of professionalism.
- Demonstrate a high level of clinical competency.

## **OBJECTIVES**

The core objectives of the Surgical Assistant program are to:

- Ensure that matriculated students acquire knowledge and skills through multiple didactic and experiential learning opportunities;
- Develop student's ability to effectively work with a multidisciplinary operating room team; and
- Develop habits which contribute to life-long learning.

## **SURGICAL ASSISTANT DEFINED**

The National Surgical Assistant Association (NSAA) defines a surgical assistant as:

*A trained medical professional who assists the surgeon in performing surgical procedures. This professional has an understanding of human anatomy at the advanced level; possesses surgical skills such as suturing and tying; understands how to properly use surgical instruments; recognizes how to position patients; and possesses the skills and training to evaluate the surgical patient to assure the best possible surgical outcome...the non-physician surgical assistant has advanced education and training and should pass the competency examination given by a recognized national organization before functioning in this capacity.*

## **PROFESSIONAL CODE OF ETHICS**

Students are encouraged to join the National Surgical Assistant Association (NSAA) in order to become knowledgeable about the advancement of the profession and to demonstrate support for the profession. The NSAA ascribes to the following Code that establishes clear and ethical parameters for Surgical Assistants. Should a NSAA member violate these regulations, his/her designation may be revoked for a specified period of time or result in expulsion from the NSAA. The following guidelines are required by the National Surgical Assistant Association (NSAA):

1. The Surgical Assistant (SA) should maintain a working relationship with all members of the operating room team and adjunct hospital personnel based on trust, honesty, confidence and respect.

2. The SA should seek input, be willing to accept praise as well as criticism and possess the ability to transform such criticism in a constructive manner.
3. The SA must be involved in “self” assessment and evaluation of each surgical procedure that he/she will be required to assist on. The process of formulating clear direction for best utilization of assistant skills should be mandatory for full benefit to patient, surgeon, and other members of the operative team.
4. The SA must keep abreast of new technology with respect to surgical intervention and its pertinence to patient management.
5. The SA must maintain a quality standard of continuing medical education, as described and set forth by NSAA standards.
6. The SA must be aware of the individual requirements or techniques of individual surgeons.
7. The SA must have adequate knowledge of basic sciences as required by his/her duties incidental to a particular surgical procedure.
8. The SA must be fully aware of his/her position with respect to maintenance of a sterile operative field, and have a working knowledge of the basic principles and concepts of sterilization and infection control.
9. The SA will possess a working knowledge of all operating room procedures with respect to attire, infection control, and be familiar with individual requirements and recommended practices of compliance.
10. The SA will accept responsibility for his/her integrity with respect to maintenance and compliance, to and of these policies. This will not only promote the individual assistant, but will be of best interest to NSAA.
11. The SA must have the ability to anticipate the needs of the surgeon, and other team members, with respect to the requirements of a particular surgical procedure
12. The SA must be able to demonstrate and maintain dexterity sufficient to successful completion of his/her assistant duties on that particular procedure.
13. The SA must maintain a professional attitude with respect to the dignity, privacy, and safety of the patient.
14. Most of all, the SA must possess the ability to only function within the limits of his/her ability, and within the description of duties provided by his/her employer.

## **CONFIDENTIALITY**

All students in the Surgical Assistant program are expected to respect patient confidentiality consistent with institutional and clinical site HIPPA policies and procedures. Patient information should only be discussed in the context of professional interaction with health care providers at the clinical site.

Additionally, the program seeks to develop a collegial atmosphere between students, faculty, and CSAs. Gossip is discouraged.

## **GRADUATION REQUIREMENTS**

Eligibility for graduation from the Surgical Assistant program requires the following:

- satisfactory completion of all first year coursework, inclusive of a 3.00 GPA;
- a grade of “PASS” for each clinical rotation;
- written documentation of any missed clinical time beyond discretionary leave, holiday, and sick days, if applicable;
- payment of all school debts; and
- receive recommendation from the Program Director and the Dean (such recommendation is performed at the EVMS General Faculty Meeting)

In instances when students are unable to complete their requirements prior to the graduation date of the program, the students' official graduation date will occur on the last day of fiscal year provided that it is anticipated that students will be able to complete the outstanding program requirements within the timeframe. Students who are unable to complete the program requirements before the start of the new fiscal year are subject to pay a prorated tuition fee and their graduation date will be determined by the Program.

**Participation in graduation and the program's Award and White Coat Ceremony are required.**

## **PROFESSIONAL ATTIRE**

Students are required to purchase a short white jacket for the Principles of Surgical Assisting I & II courses and for clinical experiences. They can be ordered through the EVMS Bookstore, which will have the specifications for the jacket's embroidery. White coats and professional attire are to be worn for all Educational Day events and special lectures. Scrubs should not be worn in the classroom, unless requested by the instructor.

## **PROGRAM HEALTH REQUIREMENTS**

Refer to the EVMS Institutional Student Handbook for policies relating to Occupational Health requirements and the protocol for Blood/Body Fluid Exposures. All SA students are required to successfully complete Bloodborne Pathogen Training during orientation and prior to beginning their formalized clinical rotations and complete yearly Respirator Fit-Testing.

## **TECHNOLOGY REQUIREMENTS**

Students matriculating at EVMS will be required to have a portable computer (laptop) in order to take full advantage of EVMS 2.0 and the technology incorporated in the new Education and Research Building. For additional information regarding the computer technology standards, you may visit the Network Center located in Lewis Hall.

[https://www.evms.edu/education/resources/computer\\_standards/](https://www.evms.edu/education/resources/computer_standards/)

## **TECHNICAL STANDARDS**

The Technical Standards listed in this site reflect five categorical areas — observation, communication, critical reasoning (intellectual), motor and sensory, behavioral/social — and represent minimum competency levels.

Students must attest that they meet these Technical Standards prior to or at the time of matriculation from the Surgical Assistant Program at EVMS. Students found to be in violation of Technical Standards are at risk for dismissal from the program. Each standard is defined and is followed by examples of indicators of minimum competence in that area.

## **1.0 Observation Skills Technical Standard**

- 1.01 Demonstrate sufficient attention and accuracy in observation skills (visual, auditory, and tactile) in the lecture hall, laboratory, and the operating room and or clinical settings.
- 1.02 Indicators include, but are not limited to, these examples:
  - a. Accurate identification of changes in color of fluids, skin, and culture media.
  - b. Accurate visualization and discrimination of text, numbers, patterns, graphic illustrations, and findings on X-ray and other imaging texts.

## **2.0 Communication Skills Technical Standard**

- 2.01 Demonstrate effective communication skills with health care professionals, and with people of varying cultures, ethnicities and personalities.
- 2.02 Indicators include, but are not limited to, these examples:
  - a. Clear, efficient, and intelligible articulation of verbal language.
  - b. Legible, efficient, and intelligible written English language.
  - c. Accurate and efficient English language reading skills.
  - d. Accurate and efficient expressive and receptive communication skills.
  - e. Ability to accurately follow oral and written directions.

## **3.0 Critical Reasoning Skills Technical Standard**

- 3.01 Demonstrate critical reasoning skills, including, but not limited to, intellectual, conceptual, integrative, and quantitative abilities.
- 3.02 Indicators include, but are not limited to, these examples:
  - a. Demonstrate ability to measure, calculate, reason, analyze, integrate, and synthesize information.
  - b. Demonstrate ability to acquire, retain, and apply new and learned information.

## **4.0 Motor And Sensory Function Technical Standard**

- 4.01 Demonstrate sufficient motor and sensory function to perform typical surgical assistant duties.
- 4.02 Indicators include, but are not limited to, these examples:

- a. Functional and sufficient sensory capacity (visual, auditory, and tactile) to use surgical tools and perform procedures.
- b. 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-patient care environments.
- c. Proper use of clinical instruments and devices for clinical intervention including, but not limited to, suturing needles, catheters, retractors, etc.
- e. Ability to lift over 50 lbs. with good body mechanics or 25-50 lbs. with improper body mechanics.
- f. Physical stamina sufficient to complete the rigorous course of didactic and clinical study, which may include prolonged periods of sitting, standing, rapid ambulation and/or wearing personal protective equipment, such as lead aprons, for extended periods of time.

## 5.0 Behavioral And Social Attributes Technical Standard

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

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

- a. Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect, and cognition).
- b. Ability to develop mature and effective professional relationships with faculty, patients, the public, and other members of the health care team.
- c. Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
- d. Demonstrate impartial motives, attitudes, and values in roles, functions, and relationships.
- e. Ability to monitor and react appropriately to one's own emotional needs and responses.
- f. Display appropriate flexibility and adaptability in the face of stress or uncertainty associated with clinical encounters and clinical environments.
- g. Compliance with standards, policies, and practices set forth in the [EVMS Student Handbook](#) and the SA Academic Student Handbook.

## **TIME TO COMPLETE DEGREE**

The Surgical Assistant Program is a 22-month residential academic program with 10 months didactic training and 12 months clinical training.

## **REGISTRATION**

Block registration for all phases of the program is managed by the program's administration.

## **GRADING POLICIES**

Faculty members are required to provide students with a syllabus on the first day of class. The syllabus outlines the standards of acceptable performance and the instructor's grading methodology.

Students must obtain a minimum **cumulative grade point average of 3.00 GPA** to remain in good academic standing in order to advance to the clinical year. A 3.00 GPA does not mean that students must receive an "A" or "B" in each class. Students may receive a "C", "B-", etc. However, at the end of year one of the program, the student's cumulative GPA must be a 3.00 or higher. This policy ensures that students receive adequate knowledge in the basic sciences and anatomy.

**Any student receiving a final grade lower than a B- in Anatomy may be required to repeat the course.** Surgical Assistant students are required to achieve 80% or greater of the anatomy course content. This content competency has been set for students to successfully complete clinical rotations.

Students who have a term GPA less than 3.00 will be advised of their status and maybe subject to academic warning or probation. Students with consecutive terms of GPA's less than 3.00 may be subjected to academic probation or dismissal. Student academic records will be reviewed by the MSA Academic Review Council for any/all disciplinary actions.

### **MSA ACADEMIC REVIEW COUNCIL:**

*The MSA Academic Review Council (MSA ARC) meets as needed to review any student academic status that may prevent advancement in program training. Students will be notified by mail and/or email of the council's decision.*



## SCALE

The grading scale may vary by individual courses and students must consult their course syllabus for the grading scale. However, letter grades are derived from the following point scale, which is institutionally accepted.

### INSTITUTION GRADE EQUIVALENTS

<b>Numeric Value</b>	<b>Letter Grade</b>	<b>Grade Point Average</b>
100-94	<b>A</b>	<b>4.00</b>
93-90	<b>A-</b>	<b>3.67</b>
89-87	<b>B+</b>	<b>3.33</b>
86-84	<b>B</b>	<b>3.00</b>
83-80	<b>B-</b>	<b>2.67</b>
79-77	<b>C+</b>	<b>2.33</b>
76-74	<b>C</b>	<b>2.00</b>
73-70	<b>C-</b>	<b>1.67</b>
69-67	<b>D+</b>	<b>1.33</b>
66-64	<b>D</b>	<b>1.00</b>
63-60	<b>D-</b>	<b>0.67</b>
Below 60	<b>F</b>	<b>0.00</b>

## GRADE CHANGES

If a student believes that he/she received an incorrect final course grade, the student should immediately contact the instructor to verify the error. The instructor will then inform the Program Director if the error should be officially changed.

## INCOMPLETE GRADES

A grade of "I" indicates assigned work or examinations that are incomplete. The "I" grade becomes an "F" if the required work is not completed by the deadline designated by the instructor or Program. The "I" grade may not be changed to a "W" under any circumstance.

## ACADEMIC PROGRESS

Students are required to maintain a 3.00 GPA (per semester and cumulative). **Students experiencing difficulty in any of their first-year classes should consult the course instructor immediately.** Students that receive a below passing grade on any exam must schedule a follow up meeting their course director within five (5) days after the release of examination grades. Each student should monitor his/her GPA in order to ensure the ability to meet graduation requirements. If a student does not meet the required overall 3.00 GPA upon completion of the first semester, provided the student did not fail a course the student will be

placed on academic warning. Any student who fails a course during the first semester may be withdrawn/dismissed from the program.

### **STUDENT DISABILITY SERVICES**

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](mailto:StudentDisability@EVMS.EDU)<<mailto:StudentDisability@EVMS.EDU>> .

For more information about the disability accommodations process, please visit:

[http://www.evms.edu/education/additional\\_resources/disability\\_guide\\_for\\_students/](http://www.evms.edu/education/additional_resources/disability_guide_for_students/)

### **DISMISSAL**

The Program Director evaluates students' GPA upon completion of each course and/or semester. If a student fails a course with a grade of C- or lower, the student may be withdrawn/dismissed from the program and upon recommendation of the program faculty readmitted to restart the program during the next enrollment cycle.

If a student's grades indicate that he/she is mathematically unable to achieve an overall 3.00 GPA at any point during the student's enrollment, the student will be placed on academic probation.

Students on academic probation must raise their overall GPA to a 3.00 by the completion of the next semester or they will be withdrawn or dismissed from the program. The student is removed from academic probation when he/she attains the required overall 3.00 GPA. The Program Director will send the student a written letter indicating when said student is removed from academic probation.

**If a student fails two or more courses within a semester, the student will be automatically dismissed from the program and ineligible for remediation.**

### **REMEDICATION**

Remediation is at the discretion of the course faculty or program faculty and in some instances the student may be allowed to remediate portions of the course. Students who are allowed to remediate will receive an incomplete for the course and be placed on an academic plan. The academic plan may include completion of course work at another institution, self-directed study and/or assessments by course faculty or program faculty to ensure satisfactory content knowledge by the student. Failure of remediation will result in the incomplete converting to

an “F” or the grade that the student obtained in the course. The student may be administrative withdrawn from the program and allowed to re-enroll or dismissed from the program.

Students who are in remediation may not begin clinical rotations until he/she successfully completes the remediated course. The only exception is for students who meet the 3.00 GPA requirement but fail to achieve the 80% or greater on the anatomy course content requirement and not subjected to reenroll or repeat another course will be allowed to advance to clinical training. These students will be subjected to enroll in an approved anatomy course during the first term of the second year.

### **TRANSFER OF CREDITS**

Requests to transfer graduate credits from another accredited US or Canadian institution are considered on an individual basis after students are admitted to the MSA Program. Students requesting transfer credits must submit a copy of the syllabus for the course and a Transfer Approval Request Form.

Students requesting transfer of credits must submit their request between the time of program matriculation and no later than one full term prior to graduation from the Program.

All requests will be reviewed and are subject to the approval of the MSA Program Director, up to a maximum of nine (9) credit hours. Approved transfer grades are included on a MSA student’s transcript; however, transfer grades are not included in GPA calculations.

### **READMISSIONS POLICY**

Students who withdraw and/or are dismissed from the program must file a written request to be readmitted into the program. The Program Director will review all requests and may consult with the program faculty regarding readmission determination.

## **ATTENDANCE**

Attendance during the didactic and clinical phases of the program are mandatory. Students are expected to be available from 6:45 AM – 5:00 PM Monday – Friday. **MSA-1s are required to attend all scheduled classes and workshops.** All preplanned absences must be approved by the course director(s) and/or Program Director. In the event that the student is absent, the student must send notification to the course director, as well as the program office. Specific course attendance requirements are outlined in each course syllabus.

## **ILLNESS**

**MSA-1s** are expected to notify their instructor when they miss class due to illness. First-year students are expected to attend each class session.

**MSA-2s** are permitted six (6) sick days per clinical year. Students using more than these allotted days are required to make up this time. Students must submit written documentation to the Clinical Coordinator to verify that such time has been adequately made up. Students with three (3) or more unexcused absences, excluding school holidays, during any single rotation may be required to repeat the rotation if the Clinical Coordinator and Site Lead Preceptor feel these absences adversely affected the student's education.

**MSA-2s** are expected to contact their site when calling out sick. Students are additionally expected to notify the Program Office via email or phone call/voice message. **The Program Office will not call site preceptors to inform of a student's absence.** Students are to exercise personal responsibility.

## **DISCRETIONARY LEAVE POLICY**

**MSA-1s** are required to adhere to the class schedule, which identifies school holidays and breaks between semesters.

**MSA-2s** may be granted up to 12 discretionary leave days.

*\*Students requiring additional time off due to a personal matter must receive prior approval from the Clinical Coordinator. Such time must also be made up, consistent with the expectations previously described.*

**MSA-2s** are expected to submit a Discretionary Leave Form to the Clinical Coordinator. Upon acceptance or denial, a copy will be emailed to the student and the Site Lead Preceptor. The original will be retained in the Program Office.

**MSA-2s** assigned to jury duty are expected to fulfill their obligation as a U.S. citizen. If a student is assigned to a lengthy court case, the time away from clinical rotations must be made up.

Students who must attend court that is unrelated to assigned jury duty must use their discretionary leave days.

## **LEAVE OF ABSENCE POLICY**

Students who are on an approved leave of absence are not considered to have withdrawn. If, however, the leave of absence is not approved or they fail to return from a leave of absence, they will be considered to have withdrawn.

A leave of absence may be granted in accordance with Federal Title IV Refund Regulations. A Request for a [Leave of Absence Form](#) must be completed and signed by the student. If however, due to unforeseen circumstances, a student is prevented from completing the Request Form, the institution may grant the student's request for a leave of absence with documentation as for the reason of its decision and then later collect the signed form from the student.

SA students should complete the form and present it to the program director. The program director shall review and sign the form, either approving or disapproving the request, and then forward the form to the Assistant Dean for Academic Affairs.

Only one leave of absence can be granted to a student in any 12-month period except as provided in the Federal Title IV Refund Regulations and a leave of absence cannot exceed 360 days for any 12-month period. At the end of the requested leave of absence, the student must return or is considered to have withdrawn for financial aid purposes. Please refer to EVMS Withdrawal Refund Policy.

Privileges granted to students on leave of absence are as follows:

1. The use of library and other learning resources
2. Attendance at and participation in classroom activities, excluding laboratories. A student may not participate in the professional skills program or sit in for examinations, and will not, under any circumstances, receive credit, including elective credit, for any work done while on leave of absence.

## **CURRICULUM**

### **Master of Surgical Assisting Credit Hours = 71**

Students enrolled in the 70-credit-hour Master of Surgical Assisting Program will complete 47 credits of didactic training and 24 credits of clinical year.

<b>Didactic Phase – 37 Credit Hours Semester 1 (August – December)</b>	
<b>Course Name</b>	<b>Credit Hours</b>
Medical Terminology for Surgical Assisting	2
Surgical Microbiology w/lab	3
Advanced Topics of Surgical Assisting I	1
Operative Practices	2
Advanced Surgical Pharmacology	2
Surgical Physiology	4
Principles of Surgical Assisting I Lecture	2
Principles of Surgical Assisting I Lab	2
<b>Total</b>	<b>18</b>
<b>Semester 2 (January-May)</b>	
Advanced Topics of Surgical Assisting II	1
Surgical Rounds	3
Clinical Anatomy for Health Professions	5
Minimally Invasive Surgery and Simulation Skills Lab	4
Principles of Surgical Assisting II Lecture	2
Principles of Surgical Assisting II Lab	2
Clinical Reasoning for SA	1
<b>Total</b>	<b>18</b>

<b>Clinical Year – 35 Credit Hours (May – May)</b>		
<b>Clinical Year: Semester 1 (May – August)</b>		
<b>Course #</b>	<b>Course Name</b>	<b>Credit Hours</b>
MSA 700#'s	Surgical Clinical Rotations One and Two	6
MSA 602	Medical Ethics of Surgical Assisting	2
MSA 607	Leadership in Healthcare	1
	<b>Total</b>	<b>9</b>
<b>Clinical Year: Semester 2 (August - December)</b>		
<b>Course #</b>	<b>Course Name</b>	<b>Credit Hours</b>
MSA 700#'s	Surgical Clinical Rotations Three - Five	9
MSA 600	Trauma	2
MSA 601	Business of Surgical Assisting Services	3
	<b>Total</b>	<b>14</b>
<b>Clinical Year: Semester 3 (January – May)</b>		
<b>Course #</b>	<b>Course Name</b>	<b>Credit Hours</b>
MSA 700#'s	Surgical Clinical Rotations Six - Eight	9
MSA 603	Capstone Project	3
	<b>Total</b>	<b>12</b>
	<b>Total Program Credit Hours</b>	<b>71</b>

## **BCLS TRAINING**

MSA-1s must successfully complete BCLS training prior to beginning their clinical year. BCLS training is available on campus by the Tidewater Center for Life Support. Students opting to take BCLS training at this center will be responsible for payment at the time of registration. Students are permitted to take this training at another venue (i.e., Red Cross). Such arrangements are to be made by the student. **All students must submit a copy of their certification card to the Office of Clinical Education and Recruitment prior to starting their second year as part of their clinical compliance requirements.**

## **ACLS TRAINING**

Students are strongly encouraged to take ACLS training prior to the end of their clinical rotations offered by the Tidewater Center for Life Support. If students choose to take this course, payment is expected at the time of registration.

## **WORK POLICY**

Student training activities during the clinical phase are educational focused. Students may not be substituted for hired personnel to staff rooms.

Student who participate in externships can only do so following their clinical training timeframes. Students are not permitted to leave their training sites before the end of the clinical day to participate in their externship.

Student who are invited to serve on call schedules/teams at unassigned sites must be invited by the Site Lead Preceptor and approved by the Program and Clinical Administration. Students may not be excused from their current training site to attend/participate in cases at the unassigned site.

Students may not to be excused prior to didactic and clinical training expected timeframes for outside work schedules.

Students may not be employed/work as a Surgical Assistant prior graduating from the program.



## **CLINICAL PHASE – YEAR 2 – SA-2**

Days and times of classes vary. Students are expected to be available from 6:45 AM – 5:00 PM Monday – Friday. All classes during the clinical year are conducted via Blackboard Learn.

**MSA-2s are required to report to their site by 6:45 a.m.** If sites require an earlier arrival time for participation in case assignments, attend staff meetings, etc., the student is expected to adhere to the rules of his/her assigned site.

Prior to completion of training, students are required to sit for the approved national certification exam. Additionally, the EVMS SA Program prepares students who may seek employment in states requiring licensure examination.

MSA2's are required to complete twelve (12) months, totaling approximately 1,500 hours, of clinical experience. Each clinical rotation lasts six (6) weeks. The MSA Program has currently over thirty (30) total clinical training sites for students. The hospital training venues include locations within the local Hampton Roads community, various healthcare systems throughout the Commonwealth of Virginia, as well as other hospital systems within the continental United States.

Some students may be assigned to one or more surgical sub-specialty rotations. The following sub-specialties are offered in this program:

- Vascular Surgery
- Plastic Surgery
- Cardiac Surgery
- Orthopedic Surgery
- OB/GYN Surgery

Students may not conduct more than four sub-specialty rotations and may not duplicate a sub-specialty rotation. The only exceptions are when a student is invited by the site, it is an externship requirement, the program receives a letter of employment intent, and/or the student receives approval to conduct an elective rotation during semester break or is a post-rotation conducted after the successful completion of the required eight rotations.

Student may conduct clinical rotations at other sites, but must coordinate their request directly with the Program Director and the Clinical Coordinator

Surgery residents, medical students, and physician assistant students are present at many clinical sites. SA students must realize that surgery residents take priority in the assignment of operative cases. The SA site preceptor is expected to appropriately assign cases to the SA student, dependent on case level and student experience. SA students must realize that

an abundance of material can be learned from observation. Students are expected to maintain this attitude toward their clinical education.

Students are encouraged to actively pursue participation in cases, communicate with site preceptors regarding ways to improve performance, and read educational materials during periods of “down time.” Students are expected to be in their assigned room before the case begins and assist OR personnel before and after the case. Students are encouraged to observe difficult or rare cases, whether or not they are permitted to scrub.

Students must adhere to rotation site policy regarding start and end times for daily training. **Generally, MSA-2s should be relieved of their clinical duty by 3:00 p.m.** Students are required to stay with the case until excused by the Lead Preceptor (in the absence of the Lead Preceptor, the SA in charge may grant permission) or relief is provided, even if that requires staying beyond 3:00 p.m. Students are not permitted to leave early for work or personal reasons, unless written permission from the Clinical Coordinator is previously obtained. These exceptions will be granted for rare occasions only. These requests will be reviewed on a case-by-case basis by the Clinical Coordinator and, when necessary, with the SA Advisory Committee. Students must contact the Clinical Coordinator to make such a request

Approved requests require that students make up “missed time.” Students are required to provide written documentation from his/her site preceptor that such time has been adequately made up. The absence of written documentation of this time may result in a student not graduating on time.

## **ACADEMIC PERFORMANCE STANDARDS AND EVALUATION**

MSA-2s must receive a “PASS” for all rotations in order to complete the program. Students’ clinical performance is assessed using a combination of targeted behavioral, psychomotor and clinical competencies relative to the supervised practice objectives and opportunities. Site preceptors complete performance evaluation forms on each student at the end of each rotation. **Site preceptors are strongly encouraged to review this evaluation with students on an individual basis.** Students must submit these forms to the Clinical Coordinator within a pre-specified time period. Students should retain copies of their evaluations for personal record-keeping. A copy of the performance evaluation is included in the Appendix.

Students who receive a grade “NON-PASS” in any rotation will be required to complete another six week rotation or remediate the non-pass rotation at the end of the clinical year,

preventing the student from a timely graduation. Upon successful completion of such a rotation, the student will then be given his/her certificate.

**Students who fail two rotations will be dismissed from the program. Students will be permitted to repeat only one rotation during the clinical training portion of the Program. Failure of the repeated rotation, or any subsequent rotation, will result in dismissal from the program.**

### **ACADEMIC PROBATION DURING CLINICAL TRAINING**

Students who “FAIL” a rotation and/or removed from Clinical Training will be immediately placed on academic probation and will be required to “PASS” two consecutive rotations and obtain “Satisfactory” scores on all Mid-Term Evaluations and Final Evaluations while on academic probation. Upon meeting these conditions, students will be removed from academic probation. A student on academic probation who does not achieve the fore mentioned conditions may be dismissed from the program.

Any student placed on academic probation during the clinical year, due a failed rotation, academic and/or non-academic reasons, may not participate in any sub-specialty rotations such as Cardiac, Neuro, private OB-GYN rotation, or any “away” rotations. Assignments to sub-specialty and “away” rotations will be reassigned to “local” general rotations.

### **REMEDICATION DURING CLINICAL TRAINING**

Students who are identified by Site Lead Preceptors, Program Director, or other Program Staff as lacking appropriate skill level based on the expectations outlined in the **Guidelines for Clinical Rotations**; students who fail (receive non-pass) a clinical rotation; and students who receive two or more Mid-Term Evaluations with scores of less satisfactory will be removed from Clinical Training, be required to participate in a supervised clinical skills remediation program ranging from 3 to 12 weeks, and may be placed on academic probation. Upon satisfactory completion of the supervised clinical skills program, students may be permitted to return to Clinical Training. However, if students fail the supervised clinical skills program remediation program, they are subject to dismissal.

### **CASE REQUIREMENTS/PROCEDURE LOGS**

Students in our program complete on average 468 cases which surpasses the 140 cases stated in the *Core Curriculum for Surgical Assisting*. Students are expected to complete eight clinical rotations and participate at minimum 240 cases for successful completion of the program. Students are required to maintain electronic procedure log of all operative cases in which they are involved. All procedures in which the student actively participated or observed must be recorded via the Typhon electronic case system. **Note: Students may not count cases which they may have participated/observed during their pre-clinical didactic experience towards their clinical case requirements.** Prior to beginning the clinical year, students will be training in the procedures to access the electronic log system. Student must have access to a computer and ability to connect to the internet. Students are to maintain a portfolio are present their procedure logs to the site preceptor at each clinical site. Students are to complete their logs within one week of completing each rotation. The Clinical Case Requirements for clinical training may be found on see pages 41-42. This table contains the minimum case requirements for General Surgery and the various Surgical Specialties. If a

deficiency in case type exposure is indicated, the Clinical Coordinator or designee works with the site preceptor(s) to direct the student's clinical experience to address these case deficiencies.

### **EDUCATION DAYS**

MSA-2s are **required** to attend scheduled lectures and professional development events. These events tend to occur on Fridays but may occur on other days of the week. Announcements of these lectures/events are generally made with two weeks' notice. However, some events may not allow for advance notification. But, students are still required to attend barring extraordinary circumstances. Students will be excused from their clinical sites for activities which occur in the mornings. Events during the week tend to be scheduled starting at 3:00 p.m. Students will be allowed to leave their sites early in order to arrive on time.

### **GUIDELINES FOR CLINICAL ROTATIONS**

Operative experiences are site dependent. Students must maintain frequent communication with their site preceptors to ensure knowledge of expectations and procedures. Overall, the following guidelines, approved by the EVMS SA Advisory Committee, provide students with a basic awareness of what is expected during each rotation.

#### **ROTATIONS 1 & 2**

Students will develop an enhanced understanding of:

- Job expectations
- Operating room dynamics
- Sterile technique
- Proper hand scrubbing techniques
- Gowning/gloving
- Common surgical procedures
- Various suture and when used
- Surgical anatomy
- Basic suturing techniques
- Basic positioning techniques
- Basic suture patterns
- Checking patient consent
- Instrumentation

Students are expected to observe and participate in:

- 1<sup>st</sup> and 2<sup>nd</sup> assist on various procedures
- Preparation of the OR
- Insert Foley catheters
- Basic suturing and tying
- Draping
- Positioning
- Dressing wounds
- Gather equipment and supplies
- Reading charts

#### **ROTATIONS 3, 4 & 5**

Students will develop an enhanced understanding of:

- Laparoscopic procedures
- Use of retractors and forceps
- Anticipating surgeons' next steps
- Familiarity with proper instrumentation

- Surgical anatomy
- Reading monitoring devices

**Students will observe and participate in:**

- Suturing and knot tying techniques, at a more advanced level
- 1<sup>st</sup> & 2<sup>nd</sup> assist on procedures, with opportunities to first assist on minor procedures, as deemed appropriate by site preceptors and/ or surgeons
- Application of tourniquets, splints, casts, and dressing materials
- Wound debridement and skin grafting
- Set up instrumentation for A-line, triple lumens, etc

**ROTATIONS 6, 7 & 8**

Students will be expected to consistently demonstrate adequate knowledge of:

- Basic and advanced suturing and knot tying techniques
- Instrumentation
- Surgical anatomy

**Students will be expected to consistently demonstrate an adequate ability to participate in the following activities at a level of experience commensurate of a beginning CSA:**

- 1<sup>st</sup> and 2<sup>nd</sup> assist on a variety of procedures, including laparoscopic procedures
- Troubleshooting of surgical equipment
- Demonstrate proficiency of basic and advanced:
  - Knot tying techniques
  - Suturing
  - Placing Foley catheters, A-line, dressings, casts, etc.
- Positioning and draping

**NOTE:**

During the final three rotations, MSA-2s are expected to demonstrate proficiency as they near the end of their clinical training. Students will be required to complete a Pre-Graduation Competency assessment during the fourth thru sixth rotation. Students are encouraged to seek additional help, as may be necessary, from site preceptors or other CSAs. The clinical year provides adequate time for student learning – make the most of this experience and actively seek assistance from others.

## **REQUESTS FOR VERIFICATION OF ENROLLMENT OR LETTERS OF SUPPORT**

Students seeking verification of enrollment, or requesting letters of support for scholarships, must submit a request in writing with specific information (name, address, organization, etc.) to the Office of Student Affairs. This request must specify the dates of the student's matriculation, to whom and where the letter should be sent and any other pertinent details.

Requests for references or recommendations must include permission to release information and whether the student waives the right to review the reference letter that is released from the Registrar's Office.

## **KEY PROGRAM CONTACT INFORMATION**

Master of Surgical Assisting Program  
School of Health Professions  
Lewis Hall, 700 W. Olney Road  
Norfolk, VA 23507

Phone: 757-446-6165      FAX: 757-446-5113

R. Clinton Crews, MPH  
Director,  
Email: [Crewsrc@evms.edu](mailto:Crewsrc@evms.edu)

Karen C. Owen, CSA, RSA  
Instructor/Clinical Coordinator  
Email: [Owenkc@evms.edu](mailto:Owenkc@evms.edu)  
Phone: 757-446-7494

Jessica Wilhelm, MSA, CSA, F-PRS  
Assistant Professor/Didactic Coordinator  
Email: [wilhelja@evms.edu](mailto:wilhelja@evms.edu)  
Phone: 757-446-5779

Jennifer Land  
Administrative Program Coordinator  
Email: [Landjj@EVMS.EDU](mailto:Landjj@EVMS.EDU)  
Phone: 757-446-5779

**MSA-1 CALENDAR CLASS 2023**

8/19/2021	Institutional Orientation
8/20/2021	MSA Program Orientation
8/23/2021	Fall Term Classes Begin
9/6/2021	Labor Day Break
11/22/2021 – 11/26/2021	Thanksgiving Holiday
12/6/2021 – 12/10/2021	Fall Term Exam Week
12/13/2021 – 1/7/2022	Winter Break
1/10/2022	Spring Semester Classes Begin
1/17/2022	Martin Luther King Day – Holiday
4/25/2022 – 4/29/2022	Spring Term Exam Week
5/2/2022 – 5/20/2022	Summer Break

*As of 6/29/2021  
Subject to change*

## **MSA-2 CALENDAR CLASS 2023**

5/23/2022	Summer Clinical Rotations begin
5/23/2022 - 5/25/2022	Clinical Orientation
5/30/2022	Memorial Day
6/20/2022	Juneteenth/June 19
7/4/2022	Independence Day – Holiday (return to rotation 7/5)
8/15/2022	Fall Clinical Rotations begin
9/2/2022 - 9/5/2022	Labor Day Break (return to rotation 9/6)
11/21 - 23/2022	Intuitive daVinci Robotics Training
11/24/2022 - 11/25/2022	Thanksgiving (return to rotation 11/28)
12/19/2022 - 1/1/2023	Winter Break
1/2/2023	Spring Clinical Rotations begin
1/16/2023	Martin Luther King Day – Holiday
5/12/2023	Last day of Clinical Rotations
5/19/2023	White Coat Ceremony
5/20/2023	Graduation Day

*As of 6/29/2021  
Subject to change*