CLINICAL YEAR ATTENDANCE

Students should attempt to integrate themselves into the team or practice to which they are assigned.
Students are expected to be present <u>40 hours per week (5 days = total of 320 hours/8-week SCP -or- 160 hours/4-week SCP)</u> at each assigned clinical education site unless otherwise stipulated by the Educational Coordinator (EC), Clinical Liaison Coordinator (CLC) or Program Director (PD). Certain sites may require extended hours due to the nature of the practice. Alternate schedules must be approved by the EC/CLC/PD prior to student placement at a site and shall be done so only under exceptional circumstances. Due to preceptor and/or program expectations, there is no guarantee that these requests will be approved. **Students ARE NOT TO NEGOTIATE the schedule with the site.** <u>If a student attempts to negotiate his/her schedule, the student may face disciplinary action and will be required to meet with the EC/CLC and the overall rotation grade may be affected.</u>

<u>ALL ISSUES INVOLVING CLINICAL YEAR EVENTS SHOULD BE DIRECTED FIRST TO THE EDUCATIONAL COORDINATOR (EC) or Clinical Liaison Coordinator (CLC). The Program Director (PD) should be notified only in the absence of the EC/CLC, or if the EC/CLC cannot be contacted. (The EC/CLC will inform the Program Director in such matters directly).</u>

ATTENDANCE

Students will be present during <u>day, night and/or weekend hours</u> when required by the preceptor. Additionally, students will attend **all** learning activities (grand rounds, lectures and other assignments) as instructed by their preceptor in correlation with PathA objectives. Failure to fulfill these requirements may result in overall grade deductions. Attendance at all scheduled SCP dates is **mandatory** and a part of the student's Total Composite Performance Score (see Clinical Setting Performance Standard).

The clinical phase of the program may necessitate the implementation of a SCP calendar that may deviate from the PathA Program or EVMS academic calendars. Program approved holidays include the Wednesday before Thanksgiving, Thanksgiving Day, the Friday after Thanksgiving, and a Christmas holiday break (1 week). Students are expected to be present at the assigned site on any and all additional holidays, provided that site is operational.

There are certain situations (doctor's appointments, weddings, births, unexpected illnesses, emergencies, etc.) that occur throughout the year that may necessitate time off. For this reason, you are allotted **a total of 5 personal absences over the course of your ENTIRE clinical year.** No more than 3 days may be missed in one single rotation. When circumstances necessitate a longer absence, (i.e. protracted illness or emergencies), a leave of absence status will be required (see Leave of Absence Policy). Requests for excused personal absences (aside for those unforeseen circumstances), must be received prior to the start of the rotation the requested date falls within. See dates below for deadlines for personal absence requests. **UNDER NO CIRCUMSTANCES SHOULD STUDENTS NEGOTIATE THEIR SCHEDULE WITH THE PRECEPTOR WITHOUT FIRST DISCUSSING THEIR SITUATION WITH THE EC/CLC.**
Any student who is absent > 5 days over the course of the Clinical Year will be required to make up <u>all</u> absent days under the discretion of the EC/CLC or PD. This may entail delaying the graduation date, based on preceptor/site availability.

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

Deadline for requesting personal absences for each SCP are:

August 4th	**deadline for excused absences during SCP 1**
September 29th	**deadline for excused absences during SCP 2**
December 15th	**deadline for excused absences during SCP 3**
February 16th	**deadline for excused absences during SCP 4**
April 13th	**deadline for excused absences during SCP 5/6**

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

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

In the event of illness or emergency necessitating absence from the clinical education site, students MUST personally notify the clinical site by 8:00 A.M. via personal communications AND written communication copied to the EC/CLC. The PathA Program Office (via email or direct communication with Program staff must also be contacted no later than by 8:30 A.M., or as soon thereafter as physically possible. Voicemail messages are NOT considered appropriate communication. Failure to notify the Program, will result in clinical point deductions and potential disruption of the current rotation. Preceptors and sites will contact the Program to verify an absence when it occurs. The student should be aware that late arrivals and absences may affect the final rotation grade, as attendance is one of the graded elements of the Preceptor Evaluation of the Student.

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

INCLEMENT WEATHER

Students participating in local Supervised Clinical Practice rotations in the Hampton Roads area (within 60 miles from EVMS). Should follow EVMS instructions regarding inclement weather, school closure, and implementation of liberal leave policy.

Students participating in distant clinical rotations (either assigned or student-initiated), should adhere to instructions provided by the clinical site and should observe closures and delayed openings as directed. In the event of dangerous conditions, students should use good judgement and prioritize their safety. If a student is not able to safely attend the SCP due to weather conditions, they are to notify their preceptor and the EVMS PathA Program Educational Coordinator or Clinical Liaison Coordinator (notify PD when EC/CLC cannot be reached) by phone and email. This absence will be recorded, but will not count against the student's 5

personal absences. Prolonged absence may result in extension of the rotation or additional assignments.

Abuse of this policy will result in disciplinary action.

- **Leave of Absence Policy**
- For circumstances that necessitate an extended absence (**1 work week or more**), a leave of absence may be initiated. Any leave of absence from EVMS requires a documented Change of Status Form with approval from the Dean and Program Director. A leave of absence requires a meeting with the EC/CLC and PD. This will result in an extension of your clinical year and a delayed graduation date.

STUDENT EMPLOYMENT

Due to the academic and clinical rigors of the PathA curriculum, the PathA Program *strongly* recommends that students are not employed during their time in the PathA Program.

The following guidelines are meant to help the student in making decisions about work during participation in the PathA Program.
- o Students should keep in mind that while they may get the impression that they can handle work part-time during portions of the didactic curriculum there are variable schedules and a varied level difficulty between semester courses that will make simultaneous employment difficult and have a negative impact on your academic standing. Additionally, required travel associated with clinical clerkship placements during the second year of the curriculum *will* make holding down employment very difficult.
- o Students who choose to work are required to make this known to the Program Director.
- o Clinical rotation hours or schedules **will not** be altered to conform to your personal job schedule or requirements. Your clinical education must remain your primary responsibility when balancing work and school.
- o A student that is placed on *term probation* (a GPA below 3.00 for one semester) that is simultaneously working will be consulted and advised to discontinue concomitant employment or run the risk of not succeeding academically in the program.

STUDENT PARTICIPATION IN THE EVALUATION OF THE PROGRAM

- The PathA Program is committed to delivering a curriculum that will prepare the student well to function in the clinical setting. In our commitment to the process of continuous quality improvement, students are involved in course evaluations, supervised clinical practice evaluations, and faculty evaluations at the closure of each course, or semester.
- Students are required to complete timely evaluations for didactic courses and Supervised Clinical Practice experiences.

PROFESSIONALISM AND SCHOLARLY REQUIREMENTS

PROFESSIONAL BEHAVIOR EXPECTATIONS

One of our goals while you are in the program is to assist you in learning how to function in a professional manner. The PathA program has established the following criteria as expectations of professional behavior:

o Students will be required to demonstrate full compliance with the technical standards to the degree students attested to on their admission statements and as re-attested during registration each semester.

o Students will engage in their didactic training and supervised practice in a professional manner with behavior for the clinical clerkships that is patient-centered and reflective of the proper Code of Ethics for the profession.

o Students are required to treat their classmates and all EVMS faculty, students and staff with respect.

o Students with concerns regarding classroom activities should first endeavor to resolve the issue with the Course Director or instructor and if the circumstance cannot be resolved at that level the student should approach the Program Director.

o Students with concerns regarding clinical rotations should first endeavor to resolve the issue with their preceptor/site and/or contact the Educational Coordinator or Clinical Liaison Coordinator.

o If concerns are not satisfactorily addressed or resolved by the Course Director, instructor or preceptor the student should then address the issue with the Educational Coordinator or Clinical Liaison Coordinator or Program Director as appropriate.

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

Printed matter, videos, and other electronic materials to include all PowerPoint presentations viewed on Blackboard or in the classroom can be deemed to be copyrighted materials owned by the original author(s) and/or Eastern Virginia Medical School. These materials are never to be copied or transferred electronically outside of the program or the school for any reason without the written permission of the author(s) of the presentation(s). Videos are used with "creative commons" understanding of fair use and purposed for teaching. This material is intended for the exclusive use of educational purposes and is not intended to be used for commercial or for direct compensation or profit generating activity. Doing so, risks violation of US copyright laws with resulting legal action or other reasonable sanctions from the program or school.

PLAGIARISM

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

HONOR CODE VIOLATIONS

Please follow the school's process for Honor Council reporting. If you are aware of an Honor Council infraction, please report it directly to your class Honor Council Representative or to the Honor Council Chair for the school. It is not necessary to involve faculty in the reporting process. Direct reporting by students is preferred. A conviction by the Honor Council will be handled in accordance with existing rules for any academic or non-academic result of the conviction. In the case of a course failure related to an Honor Council conviction, the student may receive a suspension or be dismissed from the program, depending on the nature of the honor council findings and penalties.

CLASSROOM BEHAVIOR

CELL PHONES

Cell phone use should conform to courteous and professional conduct in a classroom setting. Cell phones must be off or on vibrate mode in class. If a cell-phone rings during class, the student should quietly gather their belongings if necessary and leave the classroom. If the nature of the call is such that the student cannot return to the classroom. The student must inform the Course Director or instructor the reason for their departure and inability to return to the classroom.

FOOD IN THE CLASSROOM

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

RECORDING CAPABLE DEVICES

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

TESTING, HOMEWORK, ORAL PRESENTATIONS, AND ANY WRITTEN ASSIGNMENTS

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

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

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

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

PATHA PROGRAM TECHNICAL STANDARDS

The Pathologists' Assistant (PathA) program publishes technical standards for admission, defined as "physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the curriculum and for entry into the profession."

The technical standards for admission establish the expectations and abilities considered essential for students admitted to the EVMS Pathologists' Assistant (PathA) Program in order to achieve the level of competency required for graduation and competency in the practice for a Pathologists' Assistant. Applicants to the program must possess independent ability, aptitude, and skills in the following areas – observation, communication, critical reasoning, motor & sensory functions, and behavioral & social attributes – as outlined below. It is expected that students also have sufficient computer skills and are comfortable with electronic communication and media to successfully and professionally function as a student Pathologists' Assistant.

Observation Skills Technical Standard

Demonstrate sufficient attention and proficiency in observation skills (visual, auditory, and tactile) in the lecture hall, laboratory, and clinical rotations and setting.

Indicators include but are not limited to the following examples:

1. Accurate observation and participation in the lecture hall, laboratory, and during clinical rotations at affiliated hospitals and other clinical settings.

2. Accurate identification of appropriate pathology in frozen and fixed surgical specimens and gross findings in autopsy cases.

3. Accurate visualization and discrimination of text, numbers, patterns, graphic illustrations, and findings in academic and clinical settings.

Communication Skills Technical Standard

Demonstrate effective verbal and non-verbal communication skills with other students, faculty, pathologists, surgeons, and other healthcare providers from different social backgrounds, cultural backgrounds, and varying personalities.

Indicators include but are not limited to the following examples:

1. Clear, efficient, and intelligible articulation of English language.

2. Legible, efficient and intelligible written English language.

3. Ability to prepare and communicate concise oral and written summaries of gross surgical specimens and case presentations of autopsy findings.

4. Ability to provide appropriate dictations of gross specimens.

5. Record examination and provide clear, accurate, and precise descriptions of autopsy cases.

Critical Reasoning Skills Technical Standard

Demonstrate critical reasoning skills required to undertake the full curriculum, achieve the level of competency required by the faculty, and meet the demands of a fully competent Pathologists' Assistant. These skills include, but are not limited to, intellectual, conceptual, integrative, and quantitative abilities.

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

1. Accurate and efficient reading skills (English language).

2. Demonstrate ability to measure, calculate, reason, analyze, integrate and synthesize information.

3. Comprehend the spatial relationships of structures (e.g. three-dimensional relationships)

4. Demonstrate ability to acquire, retain, assimilate and apply large amounts of complex, technical and detailed general medical, specific pathological, and non-medical information.

5. Demonstrate ability to synthesize and apply concepts and information from various disciplines in order to deliver appropriate technical support.

6. Demonstrate appropriate judgment in pathological cases, including planning, time management, extraction of critical information from review of medical charts and medical history and use of resources to obtain relevant information.

Motor and Sensory Function Technical Standard

Demonstrate sufficient motor and sensory function to perform typical functions of a Pathologists' Assistant, including, but not limited to, physical examinations of autopsies, assessment of surgical pathology specimens, tissue preparation and fixation techniques, and general functions that pertain to a career as a Pathologists' Assistant.

Indicators include but are not limited to the following examples:

1. Functional and sufficient sensory capacity (visual, auditory, and tactile) to adequately perform a complete physical examination in autopsy cases and elicit information gained from proper use of

examination tools and maneuvers.

2. Execute fine and gross motor movements with sufficient coordination, postural control, equilibrium and hand-eye coordination to safely participate in laboratory sessions, use standard medical/surgical instruments, assess cadavers, provide appropriate summary and findings, and participate in basic and advanced assistance of pathological diagnostic maneuvers and procedures.

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

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

5. Coordination of motor skills necessary to respond to "on-call" emergency situations quickly and appropriately.

Behavioral and Social Attributes Technical Standard

Demonstrate the behavioral and social attributes vital to participation in a professional program and service as a practicing professional Pathologists' Assistant.

Indicators include but are not limited to the following examples:

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

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

3. Ability to establish rapport and develop mature and effective professional relationships with faculty, professional peers, the public, and other members of the medical profession team.

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

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

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

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

8. Compliance with standards, policies and practices set forth in the program Handbook.

These standards will serve as pre-requisites for entrance, continuation, promotion, and graduation from the Pathologists' Assistant program and students must be prepared to indicate their ability to meet these standards as a condition of acceptance and during registration for each semester.

Note that the use of an intermediary (a person trained to perform essential skills on behalf of the student) is not permitted.

EVMS must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a Pathologists' Assistant and cannot compromise the health and safety of other students or health officials. Pathologists' Assistant applicants must be prepared to meet the technical standards, with or without reasonable accommodation, in order to complete the program and indicate possession of such ability prior to their matriculation into the program and during registration for each semester.

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

The Pathologists' Assistant program applicants or students who may have questions regarding these technical standards or who believe they may need to request reasonable accommodation in order to meet the standards are encouraged to contact the EVMS Disability Officer (Morgan Russell | 757.446.7261 | russelml@evms.edu).

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

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

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

DISABILITY AND ACCOMMODATION

REQUESTING AN ACCOMMODATION

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

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

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

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

ACCOMMODATIONS FOR TESTING

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

TESTING PROCEDURES

Computer based examinations using Web Based Testware (such as ExamSoft):

- All tests and graded materials are sequestered throughout the PathA Program. Students will be given the opportunity to review their test or quiz entries under direct supervision and then the material will be collected and archived.
- All students must have a laptop computer meeting EVMS minimum requirements for computer based examinations.
- Minimum computer requirements are published on the EVMS web site and will be periodically reviewed and revised. Course directors will make examinations available for download by students at least 24 hours before the scheduled test time.
- Students must download the examination to their laptop computers as instructed, before the time that the examination is scheduled to begin.
- If a student experiences any difficulty with the exam or ExamSoft, the proctor must be notified.
- Once the exam has been completed, students must ensure that their examination is uploaded to ExamSoft successfully before leaving the examination room. Failure to upload the exam prior to leaving the exam room may be considered an honor code violation.
- During testing on the computer, as with any testing, the desktop must be cleared of all unauthorized materials. All unauthorized papers, bags, recording devices, phones, or other materials are to be removed from the desktop. The desktop should be clear except for limited

materials authorized by the course director.

- Use of "scrap paper" during computer based exams:
  o Scrap paper will be provided by the Course Director for each exam where it would be useful. The student will not provide their own paper.
  o Any scrap paper authorized during a test must remain blank until the student begins their computer based examination and the test software is running.
  o Any writing on the scrap paper before the student's individual test has been started (other than student name) may be considered an honor code violation.
  o At the conclusion of the computer based examination, the scrap paper will be collected in a manner determined by the Course Director. The student may not keep the scrap paper for any reason.
- Once the student has completed the exam and the exam has successfully uploaded, the scrap paper must be turned in to the proctor and the student must exit the exam room.
- Use of the scrap paper for reasons other than calculations, remembering short lists, or diagramming, may be considered an unauthorized testing aid and reported to the Honor Council.

EXAMINATION RESCHEDULES

ANTICIPATED RE-SCHEDULE:
Any request to take an exam at a time other than the regularly scheduled date and time should be submitted in writing at least 2 weeks prior to the scheduled exam date. There must be documented extenuating circumstances that prevent the student from taking an exam on the scheduled date and justification for requesting a re-scheduling of the exam. The student must contact the Program Director and Course Director in writing.

- **There are no exams that are scheduled "early" to accommodate personal schedules.**
- The student MUST be prepared to take the exam on the day they return to classes.
- This is a confidential process.
- No exams will be returned to students for review of entries or content discussed until all re-scheduled exams have been completed. However, obtained grades can be released.

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

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

- An unanticipated emergency that affects the teaching faculty could result in an unanticipated exam or quiz rescheduling.

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

- EXCUSED: Students who miss an exam because of illness, injury, or family emergency must provide a reasonable form of proof to the Course Director and/or Program Director to be allowed to take the exam at 100%.
- UNEXCUSED: By default, the maximum recorded score for re-scheduled exams is 85% of the total points allocated for that exam.
- Students, who miss an exam for reasons other than illness, injury, or family emergencies, must explain their situation to the Program Director, who may (in extraordinary circumstances) convene a faculty meeting to render a decision as to whether the student should be granted the ability to take the make-up exam at 100% of possible points or be granted the default maximum recorded score of 85% of the total points for the re-scheduled exam.

Rescheduled exams with excused absences may contain 10 to 20% new questions at the discretion of the Course Director. Rescheduled exams for unexcused absences can have 100% new questions at the discretion of the Course Director.

LATE CLASS ASSIGNMENTS:
The maximum recorded score for assignments received after the original due date is 85% of the total points allocated for that assignment in any course, unless the Course Director or Program Director has granted an extension. Submission of late assignments as a tactic to gain study time for exams is discouraged and enforced by implementation of the following policy:

A pattern of late assignments (second offense or greater frequency) in the same course will result in additional decrements in the allocated total points awarded for the graded assignment with the following breakdown:

- 1st unexcused late assignment 85% total points maximum
- 2nd unexcused late assignment 80% total points maximum
- 3rd unexcused late assignment 75% total points maximum
- 4th unexcused late assignment 70% total points maximum
- 5th or greater number of unexcused late assignment no points awarded

EXAMINATION REVIEW POLICY

For some courses in the PathA Program (Currently, Anatomic Foundations and Pathophysiology) review sessions for formative examinations are an integral component of the course. These review requirements and scheduling are subject to change at the discretion of the Course Director and may necessitate changes on short notice. These tend to be courses that are shared with other programs at EVMS. The review sessions will be scheduled by the Course Director within *one week* of the examination date, allowing the course director to evaluate exam results and performance of individual test items prior to the conducting of the review. Only in extenuating circumstances, as deemed by the Course Director(s), will an examination review be given outside of the scheduled examination review time. Review sessions will not occur for summative (final) exams.

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

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

o Those scoring less than 70% MUST attend the examination review sessions AND participate in the Learning Improvement Process (LIP) described in the Student Handbook. Failure to attend the expected review sessions will be viewed as insufficient student engagement in the educational process and may result in a professionalism discussion and may be considered in deliberations by the academic progress committee, should this be necessary.

PATHA PROGRAM CORE COMPETENCIES

Upon completion of the Pathologists' Assistant Program students will be able to perform the following **tasks and functions** at the level of a graduate Pathologists' Assistant:

- Surgical Pathology, Autopsy Pathology (pediatric and adult, medical and forensic), Administrative & Managerial Duties.
- Basic knowledge and skills in medical ethics and practice of professionalism. Obtain knowledge of confidentiality requirements (HIPPA), standards of practice, and legal parameters for practicing as a Pathologists' Assistant.
- Basic knowledge and skills in educational methodologies
- The student should have proficiency in the ability to prepare, dissect, process, and grossly describe human tissue, while appropriately documenting findings and facilitating additional testing as indicated.
- Students will demonstrate the ability to conduct pediatric and adult human postmortem examinations including: Ascertaining proper legal authorization, extracting pertinent patient history from medical records, notifying physician, pathologist, funeral home and other authorities for procedures in performing postmortem exam and cadaver release to mortuary. Perform the autopsy including external examination, in situ organ examination, evisceration, organ/block dissection, submission of tissues for histologic processing and preparing the body for release. Identify and apply any special techniques and procedures to be used in completion of the examination to include cultures, toxicology, histochemical analysis, and any special procedural requirements for tissue procurement.
- Students will demonstrate the ability to conduct pediatric and adult human postmortem examinations including: Ascertaining proper legal authorization, extracting pertinent patient history from medical records, notifying physician, forensic pathologist or Medical Examiner, funeral home, and other authorities for procedures in performing postmortem exam.
- Perform/assist in the autopsy including external examination, in situ organ examination, evisceration, organ/block dissection, submission of tissues for histologic processing and preparing the body for release. Identify and apply special techniques and procedures to be used in completion of the examination to including, but not limited to, cultures, toxicological, histochemical analysis, photo documentation and any special procedural requirements for investigative and clinical evaluation.
- The student will have basic knowledge and essential skills in the areas of laboratory safety, information systems, and laboratory administration/management. She/he will have the skills to perform duties related to administrative maintenance of a surgical pathology suite as applies to protocols, reports, coding, budgetary, and data management. The student will maintain adequate laboratory inventory, cleanliness, and governmental regulatory adherence. The student will learn principles of interpersonal and interdisciplinary communications and

practices of administration, problem solving, supervision, and team-building skills.

- The student will develop knowledge of IRB protocols for patient consent and specimen collection, processing, storage, retrieval, and shipping. The student will have knowledge of practices pertaining to quality assurance/quality improvement and will have working knowledge of equipment used in the biorepository environment including digital slide scanners, laser capture micro dissection microscopy, and cryostats.

PATHA PROGRAM UNIQUE STANDARDS:

Upon completion of the Pathologists' Assistant Program students will be able to perform the following **tasks and functions** at the level of a graduate Pathologists' Assistant:

- Graduates shall have a solid foundation of knowledge supportive of practice as a Pathologists' Assistant to include the areas of surgical and autopsy pathology. Graduates shall have an understanding of anatomic pathology laboratory techniques and operations, including pre-analytic, analytic, and post-analytic gross room functions as well as intraoperative consultations. Graduates shall be able to execute the duties of preparation, performance, and reporting of medical and forensic autopsies, including medico-legal post-mortem examinations, evidence collection, ethical, and technical requirements.
- Graduates will conduct themselves in an ethical manner consistent with professional guidelines and will adhere to a professional code of conduct. Conduct in a manner consistent with legal requirements and reflecting an understanding of the scope of practice for Pathologists' Assistants.
- Students will exercise the principles and practices of professional conduct and role-modeling.
- Apply principles of interpersonal and interdisciplinary communications and skills.
- The student should have proficiency in the ability to prepare, dissect, process, and grossly describe human tissue, while appropriately documenting findings and facilitating additional testing as indicated.
- Student shall be able to conduct a comprehensive pediatric and adult post-mortem examination and execute the duties for proper authorization, review of clinical records, preparation, autopsy performance, special techniques/procedures, and summarization the medical reporting of findings.
- Students shall be able to conduct a comprehensive pediatric and adult post-mortem forensic examination and execute the duties for proper authorization, review of pertinent records, preparation for and performance of the autopsy, and apply special techniques/procedures commonly encountered in the forensic setting including, but not limited to, cultures, toxicology, histochemical analysis, and photo-documentation.
- Graduates shall have an understanding of basic theory and regulatory requirements of a pathology laboratory, and shall have proficiency in basic elements of required laboratory standard guidelines as set by the Joint Commission and CAP.
- Graduates shall have an understanding of basic theory and regulatory requirements of a biorepository, and shall have proficiency in basic elements of required laboratory standard guidelines set by Joint Commission and CAP.

CURRICULUM

YEAR I: DIDACTIC CURRICULUM

COURSE NUMBER	COURSE NAME	CREDITS
FALL SEMESTER (Yr 1)		
PATH 500	Intro to Anatomical Laboratories (online component)	1
PATH 501	Medical Ethics (online component)	2
PATH 503	Essential Physiology & Primer for Human Anatomy	5
PATH 512	Histotechnology I	2
PATH 513	Histology For Health Professions (online component)	2
PATH 514	Medical Terminology (online component)	2
		14
SPRING SEMESTER (Yr 1)		
PATH 504	Anatomical Foundations	5
PATH 516	General Mechanisms of Disease	2
PATH 507	Neuroanatomy	2
PATH 510	Pathophysiology	5
PATH 515	Embryology (online component)	2
		16
SUMMER SEMESTER (Yr 1)		
PATH 502	Educational Methodologies (online component)	2
PATH 509	Autopsy & Surgical Pathology Technique	3
PATH 506	Microbiology	2
PATH 511	Organ System Pathology	4
PATH 508	Medical Photography	2
Core Science Preliminary Examination		P or F
		13
Total Didactic Program Credits		43

YEAR II: CLINICAL CLERKSHIP CURRICULUM

COURSE NUMBER	COURSE NAME	CREDITS
FALL SEMESTER (Yr 2)		
PATH 600	Clinical Rotations	8
PATH 601	University of Pathology Informatics Certificate of Completion Program	2
PATH 602	Special Topics: Pathology (pediatric pathology) (online)	2
IPE 700	Inter Professional Education IPE (online)	1
		13
SPRING SEMESTER (Yr 2)		
PATH 603	Clinical Rotations	10
PATH 604	Lab Management University Certificate of Completion Program (online LMU)	2

PATH 605	Gross Anatomy Teaching Assistant	1
PATH 606	Special topics: Pathology (neuropathology) (online)	1
PATH 6XX	Fiduciary Wellness and Awareness Course (online)	1
		15

SUMMER SEMESTER (Yr 2)		
COURSE NUMBER	COURSE NAME	CREDITS
PATH 607	Clinical Rotations	2
PATH 608	ASCP Certification Exam Prep	4
PATH 609	Graduate Seminar PATH	2
		8

	Total Clinical Program Credits	36
	TOTAL PROGRAM CREDITS	79

*The sequencing of clinical clerkship rotations in the clinical year varies from student to student.

Clinical Electives available to students include:
Student selected clinical sites when an affiliation agreement can be established and the Program Director, Educational Coordinator, Clinical Liaison Coordinator have determined that the particular clinical site will provide adequate training for the student to meet program standards.

*** Arrangements for clinical electives requires **proper planning on the part of the student well in advance to allow the establishment of appropriate collaborative affiliation agreements.**

Students should consult the *PathA Clinical Guidebook* for details regarding Student-Initiated Elective Rotations and be familiar with the steps required to pursue such electives.

COURSE DESCRIPTIONS

First Year Fall Semester:

Intro to Anatomical Laboratories (online component) PATH 500 (1 credit hour)
This course serves as an introduction to laboratory environments commonly seen in the practice of Pathology and fulfills training requirements necessary for continued study in the Pathologists' Assistant Program. Training will address blood borne pathogen safety, laboratory safety, and handling of biohazardous materials and waste. Proper use of Personal Protective Equipment (PPE) and laboratory regulations of the College of American Pathologists (CAP), OSHA, and the Joint Commission will also be addressed. Training in human subjects' research regulations and requirements (via CITI training) will also be a component of this course. As a requirement for completion of this course, students will attain a 2-year certification (by the American Heart Association) in Basic Life Support for Healthcare Providers (BLS-P). This course will also serve as an introduction to the functional, operational, and administrative aspects of laboratories including the Surgical Pathology Laboratory at Sentara Norfolk General Hospital, the EVMS Biorepository, and LifeNet Health.

Medical Ethics (online component) PATH 501 (2 credit hours)
This is a hybrid course having both an online component and face-to-face classroom discussions. The course was developed by Edx Inc., in collaboration with the faculty of Georgetown University, Kennedy Institute of Ethics. The course content and videos are equivalent to the (PHLX101-03X)

course offered at Georgetown University. The in-house utilization of the course has supplemental features that include periodic interactive face-to-face classroom discussions on selected topics and themes. These discussions, conducted either as Blackboard postings or as classroom exchanges, personalize the course content. The course presents five major themes of bioethics and each of the five major themes is highlighted by a classroom discussion on the topic. Each week, a new unit will become available to the students either online or Blackboard. Presented in this course are the following themes: Autonomy, bioethics and the human body, bioethics as it pertains to the beginning and end of life, and bioethics that have a global impact.

Essential Physiology & Primer for Human Anatomy PATH 503 (5 credit hours)
This is a comprehensive introductory course to integrative organ system physiology and homeostatic regulatory mechanisms. Interrelationships of structure and function are reinforced throughout the course. The flow of the course is intended to interphase closely with the topic material being taught concurrently in Histology (PATH 513). The anatomy primer portion of the course introduces interactive learning exercises, videos, and diagrams that expose the student to the major structural features that they will encounter in Anatomical Foundations (PATH 504).

Medical Terminology PATH 514 (2 credit hours)
This is an interactive online and temporally guided self-paced course conducted using Quizlet. The course provides the student with an extensive vocabulary building set of exercises in medical terminology. The course is constructed with multiple sets of self-educational exercises that instruct the student in: General rules governing medical nomenclature, general rules pertaining to plurality and pronunciation, exposes students to common medical terms and conditions, presents prefixes and suffixes of medical terms, covers AAPA suggested list of medical terms derived from Robbins Pathology textbook. The individual study sets are designed to cover each individual chapter of Robbins Pathology textbook. The students are introduced to CPT coding for surgical pathology used by the American Medical Association.

Histology for Health Professions PATH 513 (BM521) (online component) (2 credit hours)
This course provides students with an understanding of the normal architecture of cells and an opportunity to gain appreciation of how cellular components specialize to form primary tissues, and of how these tissues give rise to organs and organ systems. The course allows for the evaluation of the structure-function relationships in normal cells, tissues, and organs. Students will acquire morphological pattern recognition and cell/tissue/organ identification skills at the light microscopic level and to a lesser extent at the electron microscope level through a lecture-lab combination, systems-based approach. Students will be introduced to proper use of a light microscope and essentials of microscopy. Utilizing light microscopes in a laboratory setting and on-line tutorials to recognize the morphology of structures, students will relate these structures to their function. This course is a critical prerequisite to Pathology and Pathophysiology.

Histotechnology I PATH 512 (2 credit hours)
This course focuses on the laboratory skills required to function in a clinical or research histology facility including specimen acquisition and fixation, tissue processing, embedding, sectioning, and staining. Paraffin based techniques with H&E/special stains are introduced. The student is expected to gain experience in cryomicrotomy and is introduced to a variety of immunehistochemical techniques. Chemical and environmental safety issues are covered in depth and emphasized. Proper record-keeping practices including quality control and quality assurance requirements are also reinforced. Responsible lab management procedures are emphasized including essential inventory control concerns, as well as instrumentation, care, quality assurance and maintenance.

First Year Spring Semester:

Anatomical Foundations PATH 504 (5 credit hours)

The course is divided into 4 modular units of learning. The sequence is: back & upper extremities; head and neck; thorax & abdomen; pelvis & lower extremity. This course affords the student a coherent, sequential approach to the dissection and study of human anatomy at the gross level with applied clinical relationships for PA, SA & PathA students. The general objective is for the experience of dissection to lead to a 3-D visual concept of the human body in order to relate this to future *professional* settings. This 3-D dissection experience is extrapolated to all the other bodies in the anatomy lab providing the student with the anatomical basis for understanding and appreciating the variations and complexities of the human body. Students should be able to demonstrate to each other all the different normal structures and any pathological structures detailed in the student learning objectives for specific lectures. Students should be able to integrate materials in a particular module to talk about clinical/surgical functions. These objectives are evaluated by clinical scenario types of questions on exams.

Neuroanatomy PATH 507 (2 credit hours)

This course is a comprehensive introduction to integrative nervous system anatomy and physiology. Interrelationships of structure and function are reinforced throughout the course, including neurological cases. The flow of the course is intended to interphase closely with the topic material being taught concurrently in Mechanism of Disease (PATH 516) and Pathophysiology (PATH 510). The Neuroanatomy course introduces interactive learning exercises based on interactive lectures, clinical cases and material demonstrations using videos, materials and diagrams that expose the student to the major structural and functional features.

Pathophysiology PATH 510 (5 credit hours)

This course is a didactic presentation of human pathophysiology designed for Health Professions students. A clear understanding of the etiology, pathogenesis, pathophysiology, and morphologic changes of disease serves as an essential basis for the understanding and competent practice in all areas of medicine. Students in this course will: Develop a background and vocabulary in pathophysiology; acquire an understanding of general physiologic/pathophysiologic processes such as inflammation, repair, neoplasia, and senescence; survey pathophysiologic processes and morphologic changes which manifest in organ systems and establish a basis for the understanding of disease; exercise an approach to clinical problems which evaluates symptoms, signs, and findings with a knowledge of pathophysiology to formulate a diagnosis with due consideration of differential diagnoses.

Embryology (on line component) PATH 515 (2 credit hours).

This course is a comprehensive introduction to human embryology with application to pathology. The course is intended to interface with the topics taught concurrently in Anatomical Foundations (PATH 504).

General Mechanisms of Disease PATH 516 (2 credit hours)

The General Mechanisms of Disease module serves as a transition from the foundational modules to the organ systems modules. It focuses on the general mechanisms of disease, introducing students to microbiology and infectious disease, principles for discriminating healthy from unhealthy conditions, and predicting clinical manifestations. The course consists of face-to-face lectures by basic science faculty focusing on major principles and their biomedical applications. Exams are used to assess foundational knowledge and facilitate knowledge integration, and are

designed to facilitate student review and self-assessment. The PathA student will complete approximately 60 contact hours. The course will have three major non-comprehensive multiple choice exams each covering approximately 6 to 8 hours of lecture content. The course will assess topic-specific foundational knowledge and facilitate disease knowledge integration.

First Year Summer Semester:

Educational Methodologies (online component) PATH 502 (2 credit hours)
This is an online component course that introduces the student to a variety of learning and teaching methods for health professionals. The course emphasizes the integration of knowledge and experience in preparing the student to function effectively in clinical clerkships. It covers a broad range of topics designed to improve learning skills, teaching, interactions with supervisors, residents, how to interact effectively with preceptors, how to become an effective preceptor to students and residents. Core themes include orienting the student learner, defining and applying feedback, application and analysis of effective questioning to promote knowledge and comprehension, strategies used in clinical educational encounters, role modeling, entrustment, and behavioral elements of professionalism in the clinical setting.

Microbiology PATH 506 (2 credit hours)
This course will cover Medical Bacteriology, and includes an introduction to bacteria biology including structure, growth, genetics, pathogenesis, mechanism-of-action of antimicrobial drugs, and the fundamentals of disease prevention. Specific bacteria pathogens along with the human diseases they cause will be discussed. Emphasis will be on optimum methods of obtaining samples for culture and identification. Essential concepts related to life cycles, pathogenicity, and aseptic technique will be introduced. One lecture each will introduce basic concepts in medical virology, medical mycology, and medical parasitology.

Medical Photography PATH 508 (2 credit hours)
This course applies the basic foundations of digital photography to medical photo documentation techniques. Students will learn principles of light, optics, exposure, metering, lighting, special filters, annotation and archiving of images both at the macro and microscopic level. Learning methodologies include lectures and application in a practicum setting.

Autopsy & Surgical Pathology Technique PATH 509 (3 credit hours)
This course is a combination of lectures and laboratory sessions. Students will be taught established surgical pathology and autopsy techniques. Autopsy techniques will include evisceration and dissection methods. Historical context and legal considerations will also be introduced. Surgical pathology topics will include general dictation and grossing techniques as well as specific organ/system methods, and will include the AJCC Cancer Staging Manual criteria and CAP protocols. There will be a review of laboratory operations, coding and laboratory safety as it applies to the Pathologists' Assistant. The laboratory portion of the course will include fixed, porcine organ/tissue grossing, frozen sections and dictation exercises. Students will be oriented to the facilities of Sentara Norfolk General Hospital Surgical Pathology and the Tidewater District Office of the Virginia Medical Examiner's Office.

Organ System Pathology PATH 511 (4 credit hours)

This course is a comprehensive introduction to integrative organ system pathology. Organ system pathology including interrelationships of structure and function are reinforced throughout the course. The flow of the course is intended to interphase with topic material being taught concurrently in Autopsy and Surgical Pathology Techniques (PATH 509). The course introduces an interactive learning experience that exposes the student to all the major organ system pathology as is presented in Robbins Pathology and will provide the student with a strong background for fulfilling the competency requirements for a career as a Pathologists' Assistant.

Core Science Preliminary Examination (No credit hours)

Students will be administered a multiple choice exam intended to evaluate their comprehensive understanding and competency of course material presented to them during the first year of the program. The exam format contains a written and visual portion. The students must obtain a passing score of 70% on the *Core Sciences Preliminary Examination* prior to commencing the second year clinical clerkships. Students are permitted to remediate the exam for a total of three (3) attempts to achieve the necessary passing score. Failure to obtain a passing score will result in the assignment of remedial work that the student must complete. Completion of remedial work will be concomitant with the first semester of required clinical clerkship rotations. The student will be given one semester in which to complete the remedial assignment.

Second Year Fall Semester:

Clinical Rotations PATH 600 (8 credit hours)

This course is the first of three consecutive courses comprising the Supervised Clinical Practice (SCP) component of the EVMS Pathologists' Assistant Program. This course consists of immersive clinical experiences in the various disciplines where Pathologists' Assistants may serve. Students will function under the direct supervision and guidance of site preceptors (Pathologists, Pathologists' Assistants, or other appropriate laboratory professionals). These rotations will include experience in Surgical Pathology, Medical Autopsy Pathology, Forensic Autopsy Pathology, Laboratory Management, and Bio-Banking/Biorepository Sciences. The settings for these experiences will include district offices of the Virginia Medical Examiner's Office, military and Veterans Administration hospitals, community hospitals, larger private hospital complexes, academic medical centers, and the EVMS Biorepository. Students will apply the knowledge and the skills developed in previous didactical courses to develop skills necessary for clinical practice. This course will introduce the student to the demands of the working environment and expectations of a practicing Pathologists' Assistant.

University Pathology Informatics (UPI) (online) PATH 601 (2 credit hours)

A new self-paced online certificate program, University of Pathology Informatics (UPI) leverages case-based learning to develop critical knowledge of informatics concepts. UPI is a joint effort between the American Society for Clinical Pathology (ASCP) and the Association for Pathology Informatics (API) focusing on the four laboratory informatics competencies: Information Fundamentals, Information Systems, Workflow & Processes, and Governance & Management. This certificate program consists of 20 custom courses; 12 core and eight elective courses are required to earn the certificate. UPI utilizes a case-based approach, where you will act as the project leader in developing a pathology informatics needs assessment for a laboratory. NOTE: Obtaining a certificate of completion from the UPI course is not a requirement for obtaining the Masters in Health Science Degree from the PathA Program. However, the performance in the individual modules will be averaged to derive the grade reported in the EVMS transcripts.

Special Topics: Pathology (online Pediatric Pathology) PATH 602 (2 credit hours)
This is an online course that introduces the student to a variety of commonly encountered pediatric pathology cases. The course emphasizes the integration of knowledge obtained from prior pathology courses and prepares the student to function effectively in clinical clerkships where pediatric samples are encountered. It covers a broad range of topics designed to improve knowledge specific to pediatric cases and samples. Following successful completion of this course the student should be able to interact with pathologists and residents specialized in the field of pediatric pathology to carry out the function of a Pathologists' Assistant.

Inter Professional Education (online) IPE 700 (1 credit hour)
A safe, effective, and value-driven healthcare system requires teams of professionals working in unison to benefit patients and improve outcomes. The School of Health Professions has developed an online course for the PathA students to evoke awareness of the importance of Inter professional interactions across the following disciplines: Pathologists' Assistant, Medical technologist, Histotechnicians. Students will be required to study didactic and case-based learning modules presented online. Students are expected to demonstrate basic knowledge of the workings of cross-discipline programs and fundamental understanding of inter professional education (IPE). Each session will be presented by PowerPoint and/or video format and peer-to-peer interaction facilitated by Blackboard forum discussions and postings. The course will use the World Health Organization definition of IPE: *"When students from two or more disciplines learn about, from and with each other to enable effective collaboration and improve health outcomes."*

Second Year Spring Semester:

Clinical Rotations PATH 603 (10 credit hours)
This course is the second of three consecutive courses comprising the Supervised Clinical Practice (SCP) component of the EVMS Pathologists' Assistant Program. This course also consists of immersive clinical experiences in the various disciplines where Pathologists' Assistants may serve. Students will function under the direct supervision and guidance of site preceptors (Pathologists, Pathologists' Assistants, or other appropriate laboratory professionals). These rotations will include experience in Surgical Pathology, Medical Autopsy Pathology, Forensic Autopsy Pathology, Laboratory Management, and Bio- Banking/Biorepository Sciences. The settings for these experiences will include district offices of Virginia Medical Examiner's Office, military and Veterans Administration hospitals, community hospitals, larger private hospital complexes, academic medical centers and the EVMS Biorepository. Students will continue to develop skills for clinical practice, an emphasis will be placed in functioning with greater autonomy and efficiency. They will expand their repertoire of specimen types and perform duties of progressively increasing complexity. Learning objectives addressed in prior courses or clinical rotations will be reinforced and emphasized. This course will prepare the student to meet the demands of the working environment and expectations of a practicing Pathologists' Assistant.

Laboratory Management University (LMU) (online) PATH 604 (2 credit hours)
This course uses the Lab Management University (LMU) self-paced online certificate program that improves competencies in laboratory management. It will teach the student practical, day-to-day skills needed to function successfully in a laboratory environment. All core concepts of laboratory management are introduced. The Fundamentals Certificate of Completion in Laboratory Management is awarded on completion of 25 courses across six core competencies: Leadership, Personnel Management, Operations, Financial Management, Informatics, and Compliance. Students select and complete 25 courses under the Fundamentals program at their

own pace, receiving their Certificate of Completion in Laboratory Management upon successful completion.

NOTE: Obtaining a certificate of completion from the LMU course is not a requirement for obtaining the Masters in Health Science Degree from the PathA Program. However, the performance in the individual modules will be averaged to derive the grade reported in the EVMS transcripts.

Gross Anatomy Teaching Assistant PATH 605 (1 credit hours)
The students will participate in ongoing educational activity in the gross anatomy course for first year medical students or physician assistants and surgical assistants. It is anticipated that the PathA teaching assistant rotation (60 contact hours; approx. 8 weeks) will facilitate the learning experience of students currently enrolled in the course. Activities that the teaching assistant will conduct include dissection of cadavers for prosection presentation, photo documentation of dissection specimens of sufficient quality to be used for educational purposes. Conduct processing, dictation, and photo documentation of collected specimens of various pathologies encountered in the cadavers. The teaching assistants will participate in setting up formative quizzes, assisting in setting up of laboratory practical exams, opening of the calvarium and removal of brains, and evaluations of student presentations.

Special Topics: Pathology (online Neuropathology) PATH 606 (2 credit hours)
This is an online course that introduces the student to a variety of commonly encountered neuropathology cases. The course emphasizes the integration of knowledge obtained from prior pathology courses and prepares the student to function effectively in clinical clerkships where neuropathology samples are encountered. It covers a broad range of topics designed to improve knowledge specific to neuropathology cases and samples. Following successful completion of this course the student should be able to interact with pathologists and residents specialized in the field of neuropathology to carry out the function of a Pathologists' Assistant.

Fiduciary Wellness and Awareness PATH 6XX (1 credit)
An introductory course on principles of how to attain and maintain financial stability and well-being. The course offers a diversity of topics compiled from financial articles that teach the student the merits of: Evaluating personal finances and spending habits, budget management tips and expenditure tracking, proper decision-making, concept of opportunity costs, assessment of risk tolerance, time value of money, tax considerations, managing student loan-debt, financial and retirement planning strategies, and investment diversification.

Second Year Summer Semester:

Clinical Rotations PATH 607 (2 credit hours)
This course is the final course of the Supervised Clinical Practice (SCP) component of the EVMS Pathologists' Assistant Program. This course consists of immersive clinical experiences in the various disciplines where Pathologists' Assistants may serve. Students will function under the direct supervision and guidance of site preceptors (Pathologists, Pathologists' Assistants, or other appropriate laboratory professionals). These rotations will include experience in Surgical Pathology, Medical Autopsy Pathology, Forensic Autopsy Pathology, Laboratory Management, and Bio-Banking/Biorepository Sciences. The settings for these experiences will include district offices of Virginia Medical Examiner's Office, military and Veterans Administration hospitals, community hospitals, larger private hospital complexes, academic medical centers, and the EVMS Biorepository. In this course, students will emphasize and refine the skills and abilities

required of a practicing Pathologists' Assistant and will be capable of working with indirect supervision and with the independence expected of a PathA program graduate. Upon completion of this course, students will be fully competent in all essential duties of a PathA.

ASCP Certification Exam Prep PATH 608 (4 credit hours)
This seminar course is designed as a comprehensive review, study guide and self-evaluation tool with the goal of preparation for the American Society for Clinical Pathology Board of Certification (ASCP-BOC) Pathologists' Assistant certification examination. Students will have access to pre-course and post-course practice examinations and interactive study materials. Appropriate reference texts will be available as well as other review materials. This course will make use of the seminar format with students synthesizing material from multiple courses and disciplines into presentations to be shared with the class.

The course will begin with a pre-course practice test to evaluate individual strengths and weaknesses in preparation of review for the ASCP-BOC Pathologists' Assistant Examination. Students will then be assigned seminar topics and will work in groups of two or three, to synthesize material and create presentations. Multiple disciplines (anatomy, pathology, histology, embryology, surgical pathology techniques, etc.) shall be included in the generation of review presentations and presentations will provide the foundation for seminars led by the assigned group. A post-course practice examination will allow the student to track their progress and identify any remaining points of weakness.

Graduate Seminar PATH 609 (2 credit hours)
This is a capstone research project designed to introduce the student to multiple elements of an original research project. The student will be responsible for selecting a topic in the discipline of pathology to be worked up as a case-study finding or original research finding. The student will be responsible for the selection of the topic of interest, conducting literature search, compilation and analysis of the data material and writing of the findings in the form of an abstract and/or manuscript. Although not required, the reported findings should be of sufficient originality and scientific merit that it could be suitable for peer-review publication or presentation at a scientific meeting. The student will be responsible for writing and editing the final abstract, manuscript or report under the guidance of the Program Director. If the findings are submitted for publication, the student will be responsible for addressing reviewer comments and re-submission for publication with assistance from the Program Director.

The course presents several major themes and opportunities of instructional methods related to research techniques and methods in health profession education. This course will allow the student to receive instructional and scientific guidance from the Program Director for initiating and completing a case-study report or other approved research project of interest. The culmination of the project will required that the student present the findings in an open seminar setting either in-house or at an approved scientific meeting to enhance the learning experience. The students will have the opportunity to participate in multiple discussions from the audience during their presentation.

ASCP Certification Exam (no assigned credits): Administered by the American Society for Clinical Pathologists (ASCP).

ABOUT ACADEMIC DEVELOPMENT AT EVMS

Academic Development helps learners in the EVMS Community develop and enhance their range of academic skills, strategies and behaviors needed to perform in competitive academic, and dynamic professional environments.

Services and Resources

Academic Development provides resources and services for students to promote academic success and to balance the demands of academics, research, clinical activities, personal life commitments, and service to their community through:

- **Academic counseling**

Academic Counseling helps learners in the EVMS Community acquire more effective and efficient academic skills.

- **Peer tutoring**

Content-specific peer tutoring is coordinated through Academic Development with authorization by the course director.

Location and Hours

Academic Development is centrally located in Lewis Hall on the downtown Medical Campus in Student Affairs

700 W Olney Road, Norfolk, VA 23507

Academic Development services are available by appointment Monday through Friday during normal business hours. Resources can be accessed on the EVMS intranet 24/7.

Workshops

Workshops are held throughout the year and each one focuses on specific skills and strategies to maximize student success.
  - o Students who are experiencing difficulties in their courses or who are experiencing life events that impact their progress or performance in the program may schedule an appointment with the Course Director or the Program Director, whenever the need arises.

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

GRADES

DIDACTIC YEAR GRADES

PathA Shared Courses with PA PROGRAM BASIC SCIENCE COURSE PERFORMANCE		
PERCENTAGE	**GPA**	**LETTER GRADE**
90 – 100	4.00	A
86 – 89	3.67	A-
83 – 85	3.33	B+
79 – 82	3.00	B
76 – 78	2.67	B-
73 – 75	2.33	C+
Percentages below this level are not passing grades		
69 – 72	2.00	C
66 – 68	1.67	C-
64 – 65	1.33	D+
62 – 63	1.00	D
60 – 61	0.67	D-
Less than 60	0.00	F
An Exam Score less than 70, requires Learning Improvement Process (LIP) with Course Director – see *pertinent section in this Student Handbook*		

PathA PROGRAM DIDACTIC PERFORMANCE		
PERCENTAGE	**GPA**	**LETTER GRADE**
100 – 94	4.00	A
93 – 90	3.67	A-
89 – 87	3.33	B+
86 – 84	3.00	B
83 – 80	2.67	B-
79 – 77	2.33	C+
76 – 74	2.00	C
Percentages below this level are not passing grades		
73 – 70	1.67	C-
69 – 67	1.33	D+
66 – 64	1.00	D
63 – 60	0.67	D-
59 or less	0.00	F
An Exam Score less than 70, requires Learning Improvement Process (LIP) with Course Director – see *pertinent section in this Student Handbook*		

Performance in didactic courses is commonly assessed by written exams, quizzes, assignments, small group assignments or oral presentations.

During the didactic coursework of the program, grades for cognitive performances will be recorded as a raw score and a percentage. At the end of each course the percentage scores will be converted to a grade, A through F, for each of the core PathA courses.

To remain in good academic standing, all PathA Students must maintain a minimum semester GPA of 3.00 and receive a "C" or better in all letter-grade rated courses and a "P" (Pass) or better in all Pass/Fail related courses. Failure of maintaining a semester term GPA of 3.00 will place the student in *term probation*. Two consecutive *term probations* (GPA below 3.00) without demonstrable trend towards academic improvement could result in dismissal from the program. In order for the student to be retained in the program an overall cumulative GPA of 3.00 must be maintained.

- A grade of "D, F, or NP" in any course may result in academic dismissal from the program.
- Additionally, a student may not progress to the clinical year of the program with an overall cumulative GPA of less than 3.00 at the end of the 3rd (summer) semester of the program.
- **SPECIFIC GRADING SCALE**: Percentage scores for two courses in the didactic portion of the program will be graded on a letter grade scale that approximates the percent grades used for basic science courses in the MD program. This grading scheme will be used for Pathophysiology (Path 510) for Health Professions and Anatomical Foundations (Path 504) , as described in the course descriptions and course syllabus.

CHALLENGING A GRADE

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

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

SATISFACTORY ACADEMIC PROGRESS

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

A student must achieve and maintain the required 3.00 semester Grade Point Average (GPA) to remain in good academic standing and graduate from the PathA Program. As always, GPAs will be rounded to 2 decimal places.

- The policy of 3.00 or better in a graduate professional program has been adopted to better ensure student's preparation for future sequential course work.
- Additionally, any course grade of D, F, or NP will indicate unsatisfactory academic progress. In most instances, a student will not progress in the program after earning one of these grades.

Required student Academic Progress Monitoring and Consult Sessions with Program Director:

A progress analysis is conducted with the student to provide guidance on academic performance and mid-semester progress monitoring. Term grade and cumulative GPA analysis are conducted along with speculative projections to provide the student with concrete measure metrics of required and expected performances. Student self-assessment and reflection of projected performance is requested and compared to actual outcome performance. Speculative projections of GPA scenarios are discussed and an impact analysis conducted regarding academic probation, requirements for remediation, and eligibility of students to progress to the second year clinical clerkships. Problematic areas are identified and the student is counseled to seek specific guidance from Course Directors or other resources that could assist the student. When required, a plan-of-action is implemented to foster student success during the didactical coursework year. The frequency of the consult is individualized and conducted on a case-by-case basis and upon student request. At minimum, each student is consulted near mid-term of semester and re-evaluated at completion of the semester. Speculative projections of required minimal performance for the upcoming semester are drawn based on cumulative GPA.

REMEDIATION

o **Didactic Year of Program**
  - Learning Improvement Process (LIP): When a student earns a score of less than 70 on an examination, the student will be required to complete the Learning Improvement Process.
  - The purpose of the LIP is to attempt to ensure that students who perform poorly on an exam is able to address or correct any apparent deficiency in knowledge or comprehension of the material so that this deficiency does not carry forward to other exams or future coursework. The Learning Improvement Process is not a process that changes a score on the completed exam.
  - LIP will encompass specific concepts related to course content, lecture materials and objectives in which the student's knowledge was deficient. The method or procedure for mastering the material will be left to the discretion of the Course Director/Instructor.
  - Once the student receives their exam grade, **it is the student's responsibility** to seek out the Course Director to initiate the LIP session(s). If the student does not engage in the LIP, this is considered a professionalism infraction and will be placed in the student's file.
  - This process may take one of several forms:
    o instructor and student may review exam questions to determine areas of misunderstanding and/or how to approach test questions,
    o a group or individual oral presentation that demonstrates competence in the areas tested, OR
    o some combination of the above

- the method(s) employed in the LIP will be selected based on the needs of the student and are at the discretion of the course director
    - **TIMING:** Except in unusual circumstances, this process must be started and completed within five (5) school days after the grades of the test or assignment have been posted.
    - **END OF 3rd SEMESTER:** In the event a student has to participate in the Learning Improvement Process at the end of the third semester in the didactic year, he/she may not start their clinical rotations until the Course Director/Instructor determines that the student has sufficient grasp of the tested material.
    - **APPEALS:** Any student who does not agree with the assessment of the Course Director/Instructor during the Learning Improvement Process may appeal directly to the Program Director.
    - **COMPLIANCE:** Failure to comply with the Learning Improvement Process requirement may be grounds for disciplinary action, up to and including, dismissal from the program. Non- compliance with the Learning Improvement Process may be documented by the Course Director and sent to the student's academic record for consideration by the PathA Student Progress Committee.

PATH A STUDENT PROGRESS COMMITTEE

The PathA student progress committee is comprised of: the PathA Program's full-time faculty designated as Course Director(s), the Program Director, Educational Coordinator, Clinical Liaison Coordinator, Assistant Medical Director and Medical Director. A majority of members is required to form a quorum and a simple majority vote is required to reach obtain a judgment. Minority views are expressed as well.

This committee will convene when requested by program leadership to determine an appropriate plan for students who earn a D, F, or NP (Non-Pass) in any course or when they meet criteria for potential dismissal for cumulative GPA or recurring probation status. The committee may also convene when dismissal is being considered for any non-academic reasons.
- Student progress is discussed at each faculty meeting to alert faculty and academic advisors to student academic or non-academic (behavioral) issues.
- At the end of each semester, if necessary, the Student Progress Committee will meet to discuss academic progress issues for individual students.
- The Program Director, or a designee, will present relevant information contained in the student's academic and advisor records for the committee to consider.
- When dismissal is being considered, a secret ballot will be employed for committee members to indicate their vote for the options being considered.

ACADEMIC AND NON-ACADEMIC PROBATION

- Any student who fails to achieve the required 3.00 semester GPA will automatically be placed on academic "*term probation*".
    - Once a student is placed on academic *term probation*, they must achieve a 3.00 or better GPA in the following didactic semester or they will be at risk of academic dismissal from the program.

- o Two consecutive semesters with a semester GPA of less than 3.00 (without measurable improvement) may result in academic dismissal from the program.
- o Any course grade of D, F, or NP, may result in academic dismissal from the program. When there are extenuating circumstances leading to the failure, the student may be invited to repeat the course in the following academic year, at the discretion of the Student Progress Committee.
  - ▪ The Student Progress Committee can review and recommend one of the following options to the Program Director:
    - • Dismissal from the program
    - • If there are extenuating circumstances, the committee can recommend a remediation plan tailored to the student's individual weaknesses and, if successful in remediation, will be allowed to continue in a probationary status.
- o Students on probation or at risk for probation must meet for scheduled consults with the Course Director to discuss academic progress, study habits, and test-taking skills.
- o Students who have been found to be in violation of the Academic Integrity Standards or Honor Code during the didactic portion of the program may be academically dismissed from the program, depending on the results of the Honor Council process and any imposed penalties.

- Non-Academic probation may be imposed by the PathA Student Progress Committee or the Dean of the School of Health Professions after review of relevant non-academic issues relating to a student.
  - o A student placed on Non-Academic Probation during the course of the program, will remain on probation for the remainder of the program.

CODE of Ethics

The Code of Ethics of the American Society for Clinical Laboratory Science sets forth the principles and standards by which Medical Laboratory Professionals and students admitted to professional education programs practice their profession

As a Medical Laboratory Professional, I pledge to uphold my duty to Patients, the Profession and Society by:

- Placing patients' welfare above my own needs and desires.
- Ensuring that each patient receives care that is safe, effective, efficient, timely, equitable and patient-centered.
- Maintaining the dignity and respect for my profession.
- Promoting the advancement of my profession.
- Ensuring collegial relationships within the clinical laboratory and with other patient care providers.
- Improving access to laboratory services.
- Promoting equitable distribution of healthcare resources.
- Complying with laws and regulations and protecting patients from others' incompetent or illegal practice.
- Changing conditions where necessary to advance the best interests of patients.

APPENDICES

FORMS

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

Office for Student Affairs http://www.evms.edu/student-resources/office-of-student-affairs.html

Occupational Health Department http://www.evms.edu/occ-health/students.html
* Student Health Requirements Form

PROFESSIONAL SOCIETIES

The American Association of Pathologists' Assistants (AAPA) was founded in 1972 and incorporated as a not-for-profit organization under Ohio state statutes. The objectives of the organization, then and now, are to:

- Benefit and further the profession by promoting and maintaining high standards of ethical conduct.
- Provide continuing education (CE) for its members and work for the development of additional pathologists' assistant training programs.
- Inform the public and medical community as to the goals and professional capabilities of the pathologists' assistant.
- Implement new programs that will help maintain the status of the AAPA and its members as a vital link in the healthcare chain.

http://www.pathassist.org

The American Society for Clinical Pathology (ASCP) is the world's largest professional membership organization for pathologists and laboratory professionals. Our mission is to provide excellence in education, certification and advocacy on behalf of patients, pathologists and laboratory professionals across the globe. With more than 100,000 members, the society's influence has guided the application and evolution of the pathology and laboratory medicine specialty since 1922.
https://www.ascp.org/content/about-the-ascp

The National Accrediting Agency for Clinical Laboratory Science (NAACLS)

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