

# **EVMS School of Health Professions**

## **Pathologists' Assistant Program Student Handbook**

**2023 –2024**

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## **WELCOME FROM THE DEAN**



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

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

Sincerely,  
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 (PhD)  
Biomedical Sciences (Medical Master's) (MS), 1-year and 2-year  
Biomedical Sciences Research (MS)  
Certificate in Anatomy  
Contemporary Human Anatomy (MS)  
Doctor of Health Sciences (DHSc)  
Laboratory Animal Science (MS)  
Master of Healthcare Administration (MS)  
Medical and Health Professions Education (PhD, MS, and Certificates)  
Pathologists' Assistant (MS)  
Physician Assistant (MPA)  
Physician Assistant Fellowship in Emergency Medicine  
Physician Assistant Fellowship in Pediatric Urgent Care  
Public Health (MPH) and Public Health Certificates





responsible for sending grade reports to students at the end of each term.

## **GRADE POINT CALCULATION**

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

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

## **SHP GRADING SCALE**

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

Weight	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-
Less than 70	F

## **INCOMPLETE GRADES**

The grade “I” indicates assigned work yet to be completed in a given course or an approved absence from the final examination. When an instructor assigns a grade of “I,” a written agreement is prepared and signed by the instructor and student that specifies the work remaining to be completed and the time frame for doing so. The work should be completed

as soon as possible, but not later than the mid- point of the following grading period/semester unless special written approval is granted by the Course Director and Program Director for extraordinary circumstances. The student must petition the Course Director and the Program Director for such an extension at least two weeks before the end of the agreed upon deadline. Unless an extension has been approved by the Course Director and the Program Director, the “I” will convert to either an “F” or the grade as specified in the written agreement after the mid-point of the semester. An “I” grade may not be changed to a “W” under any circumstances.

## **WITHDRAWALS**

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

## **PROGRESS REVIEW**

Regular assessment of students and feedback to them is essential to effective teaching and learning. All possible effort should be extended to identify students whose performance is unsatisfactory and establish remedial intervention. Course instructors and program directors will regularly review the academic progress of their designated students and evaluate the overall progress of each student at the conclusion of each grading term and academic year. Each program will establish policies and procedures for completing assessments, communicating results to students, and documenting outcomes.

Procedures for addressing performance deficiencies or circumstances that may prohibit students from successfully completing a program are outlined in subsequent pages in the Performance Deficiencies and Probation Procedures. Programs may have additional remediation policies and procedures and students should contact the appropriate program office or director for this information. Program Directors shall provide periodic reports to the Dean of the School of Health Professions that summarize student progress issues for their respective programs.

## **GRADE APPEALS**

Students may appeal or seek remediation of a grade based on the policies and procedures established by the applicable program. Students who desire an appeal or seek remediation of a grade should first address the issue directly with the appropriate course instructor and

follow all program specific policies and procedures. If the issue is not satisfactorily resolved with the course instructor, the student may appeal the decision to the Program Director based on program procedures. If the issue is still not resolved, the student may appeal to the Dean of the School of Health Professions.

Additional information regarding policies and procedures not listed in this Handbook, including elective, pass/fail, and audit course options and procedures for evaluating, dropping a course, and

reporting of grades vary for each program and will be communicated to students at the initiation of their first semester and other times as deemed necessary.

## **SATISFACTORY ACADEMIC PROGRESS**

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

## **TRANSFER CREDITS**

Transfer of credit may be allowed for course work taken at a regionally accredited institution of higher learning, such as the Southern Association of Colleges and Schools, for courses in which a grade of B (3.0) or higher was received or a passing grade was achieved in a pass/fail course. Doctoral programs may accept a maximum of 12 transfer credits, and master's programs may accept a maximum of 9 transfer credits. Course grades obtained from another institution will not be counted in the GPA. All applicants seeking to transfer credit(s) should contact the program for special application or credential requirements. Decisions regarding applicability of transfer courses/credits will be made by the Program Director in consultation with the faculty as deemed appropriate. EVMS assumes responsibility for the academic quality of all course work or credit recorded on the institution's transcript. It is the responsibility of each program to determine a student's comprehension of the requisite material and to ensure that the transferred course work and/or learning outcomes are comparable to the courses offered by the applicable EVMS program.

## ASSIGNING CREDIT HOURS

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

Type of Course	Credit/Contact Hours
Lecture, Seminar, Independent	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:

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

## ACADEMIC AND NON-ACADEMIC DEFICIENCIES

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

### DEFICIENCIES

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

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

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

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

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

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

## **IDENTIFICATION AND REMEDIATION OF DEFICIENCIES**

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

student receives a warning, is placed on probation, or is dismissed from the program.

## **ACADEMIC AND NON-ACADEMIC GRIEVANCE AND APPEAL PROCEDURES**

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

The student should discuss the grievance with his or her Program Director. If the grievance is not resolved, a student may file a written appeal to the Dean of the School of Health Professions within seven days of the student's notification of the Program Director's decision. Upon receipt of the appeal, the Dean will notify the Registrar accordingly. The Dean or a designee will review all pertinent material and meet with the student. The Dean may convene a Grievance/Appeals Committee composed of Program Directors, faculty, students, and/or chairs of departments not directly involved in the grievance. All testimony, evidence, and witnesses relevant to the appeal shall be made available to this committee. The student has the right to appear before the committee, present testimony and such witnesses or evidence as is deemed relevant by the committee. The student shall not have the right to be represented by counsel at these committee meetings. The Committee will submit its recommendations to the Dean after the review is completed.

The Dean will notify the student within ten business 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 business 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 fifteen business 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.

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.

## **TUITION CHARGES IF GRADUATION REQUIREMENTS ARE NOT COMPLETED ON TIME**

Students who do not complete graduation requirements on time may be charged prevailing tuition rates if they retake a course or if a new course is necessary to finish their program of study. In general, students will not incur additional tuition charges if they complete courses or clinical rotations within approximately 90 days of the original anticipated graduation date

## **STUDENT DISABILITY SERVICES STATEMENT**

### Student Disability Services Statement

EVMS provides reasonable accommodations to qualified students with a documented disability. Students must self-identify with 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 soon, 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 Student Disability Officer (Emily Magee, Lewis Hall, 1173, 757.464.7283, MageeEF@EVMS.edu). For more information about students and disability accommodations, please see the Student Disability Guide at [https://myportal.evms.edu/education/student\\_affairs/disability\\_services/](https://myportal.evms.edu/education/student_affairs/disability_services/)

## **WELCOME FROM THE PROGRAM DIRECTOR**

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

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

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

Sincerely,

*Dr. Jorge L. Jacot*

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

## **BRIEF PROGRAM HISTORY**

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

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

## **WHAT IS A PATHOLOGISTS' ASSISTANT?**

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

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

## **PURPOSE**

### **PROGRAM MISSION, GOALS AND OUTCOMES**

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

**Pathologists’ Assistant Program Mission Statement:** The EVMS Pathologists’ Assistant Program is committed to educate and train individuals to become academically qualified and highly competent Allied Health Professionals as Pathologists’ Assistants that provide surgical, autopsy, and forensic pathology professional services under the guidance of a board-certified pathologist. The program will prepare students to successfully complete the American Society for Clinical

Pathology Board of Certification examination for Pathologists’ Assistant. Upon completing this program, students will have acquired the necessary skills and demonstrated the professionalism required to fulfill the responsibilities of a Pathologists’ Assistant and shall be prepared to serve in hospitals, clinical laboratories, biorepositories, and medical teaching facilities.

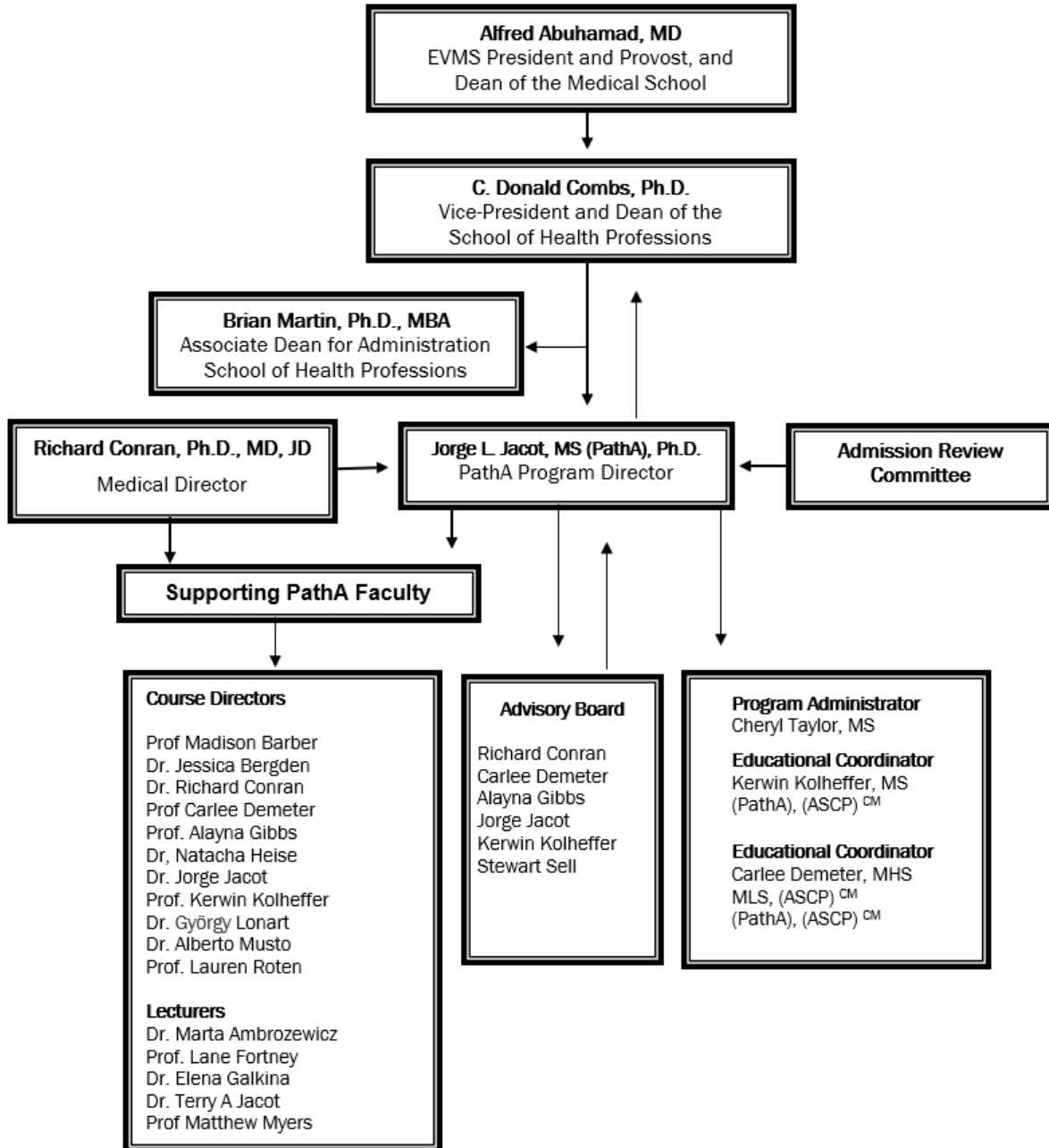
**Program Goals:** Our program establishes the following student expectations and learning outcomes upon completion of the program. The program goals are related to the mission of EVMS and the School of Health Professions and are reflective of the scope of practice for Pathologists’ Assistants.

Achievement of these goals is evaluated directly or indirectly utilizing tools that measure specific outcomes related to the goals. The goals for the Pathologists’ Assistant program are:

<b>Pathologists’ Assistant Program Goals</b>	
#1	<b>Academic:</b> Graduates shall have a solid foundation of knowledge on which to build their careers and shall be capable of self-directed learning to allow for adaptability in clinical practice as well as continued professional development.
#2	<b>Professionalism:</b> Graduates shall have an understanding of the importance of professionalism and ethical behavior as it relates to themselves, their employer, their profession, their patients and the greater community. They shall conduct themselves in a manner that is consistent with this understanding.
#3	<b>Educational Teaching:</b> Graduates will have an understanding of educational theories and shall be capable to serve as educators, to teach Pathology residents, medical students, and other students of Pathology utilizing various proven methods of instruction.
#4	<b>Surgical Pathology:</b> Graduates shall have an understanding of Anatomic Pathology Laboratory techniques and operations, and shall execute the duties required of a Pathologists’ Assistant, including pre-analytic, analytic, and post-analytic gross room functions.
#5	<b>Medical Autopsy Pathology:</b> Graduates shall have an appreciation of the role of the medical autopsy and understanding of legal, ethical, and technical requirements. They shall be able to execute the duties of a Pathologists’ Assistant in the preparation, performance, and reporting of an autopsy.



**PATHOLOGISTS' ASSISTANT PROGRAM ORGANIZATION CHART**



## **PROGRAM SPECIFIC REQUIREMENTS AND POLICIES**

### **TIME TO COMPLETE DEGREE**

The PathA Program is a 24-month six semester program leading to a Master of Health Sciences in Pathologists' Assistant Degree.

The current program curriculum is comprised of 78 credit hours, 2 full years of 3 semesters each year (Fall, Spring, & Summer). The first year is focused on didactical coursework which encompass both lecture and laboratory formats. The second year is comprised of clinical rotation clerkships at affiliated hospitals, private pathology groups, and major academic centers with pathology residency programs, Medical Examiner's Office, several online specialty courses, and a research-oriented capstone project. The second-year clinical clerkship are carried out at local and regional centers in the Hampton Roads area of Virginia, Richmond, Charlottesville, Northern Virginia, Maryland, and District of Columbia.

### **GRADUATION REQUIREMENTS**

To graduate from the PATHA Program, and earn the Master of Health Sciences in Pathologists' Assistant Degree, candidates must:

- Achieve a cumulative GPA of 3.00 or better for all didactic courses (first 3 semesters of the program).
- Grades of Pass (70%) in the Core Basic Science Examination taken prior to the commencement of the clinical clerkships
- Successfully completion of all clinical clerkships with or above the minimum grade requirement.
- Successful completion of Graduate Seminar (PATH609).
- Successfully complete the PathA Program Goals, consisting of: Successful completion of all required Supervised Clinical Practice (SCP) Courses
- Successful completion of ASCP practice examination.
- Be recommended for graduation by the Program Director and EVMS Faculty
- Student must file the appropriate graduation application, and
- Student must have paid all debts to the school.

### **PROGRAM ORIENTATION**

The School of Health Professions and the PathA program sponsor a two-day mandatory professional orientation for matriculating students before the first day of class in August prior to commencement of the fall semester. Orientation activities will include, but not be limited to:

- Reviewing the content of the PATHA Student Handbook, officially meeting the faculty, staff, and fellow students.
- Reviewing the requirements and expectations for participating in the program.

- Introduction to school officials and policies.
- Introduction to the use of technology at EVMS.

## **REGISTRATION**

### **DROP/TRANSFER POLICY AND PROCEDURE**

- DROPPING a course or courses would effectively lead to withdrawal from the program, with the student progress committee and Program Director determining the possibility of return to the program.

The following stipulations apply to all students:

- Matriculated students may NOT transfer credits or courses from another outside program or school.
- Transferring of credits from another program **within EVMS** can only be done with the written approval of the PathA Program Director. These requests are evaluated on a case-by-case basis. Listed requirements/objectives of the course and student performance on the particular course are taken into consideration. However, transferring of any course is unlikely to lead to waiving a course in the EVMS PathA curriculum due to the standards we maintain in the PathA curriculum. Transferring of credits will not reduce the requirement for full-time status of the student nor reduce the credit load for the PathA program (full- tuition will still be required).
- There is no mechanism for entering the program with advanced standing.
- All students MUST complete all components of the program, in sequence, as full-time students.
- There is no opportunity to change the order of pre-clinical coursework.
- Capstone project is required for completion of the program.

### **STUDENT E-MAIL ACCOUNTS**

All students will be assigned an EVMS e-mail account prior to matriculation in the PathA Program. These e-mail accounts are used by all school departments for timely communication with students (not just the program). These accounts are essential to facilitate this communication.

Students are required to check their EVMS e-mail accounts at least twice a week, with daily review recommended, and are responsible for knowledge of all school or program information contained in the e-mails.

Students will provide the Educational Coordinator/Program Director with a phone number or other contact number by the end of the second semester. This must be updated within three days of any change.

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



Students may contact the Educational Coordinators (Mr. Kolheffer 757-446-5068 [kolhefkm@evms.edu](mailto:kolhefkm@evms.edu), or Mrs. Demeter 757-446-6110 [demetecn@evms.edu](mailto:demetecn@evms.edu)) or Program Director (Dr. Jacot 757-446-5648 [jacotj@evms.edu](mailto:jacotj@evms.edu)) at any time, with messages returned within 48hrs, when reasonable.

The PathA Program will utilize e-mail and/or E\*Value as a mechanism for expedient communication with the students. **Students must check their EVMS email and E\*Value account daily during the clinical clerkships.**

Students must maintain EVMS email access throughout their clinical training. EVMS policy forbids program communication through student's personal email accounts. All communication must come through EVMS email.

## **STUDENT IDENTIFICATION**

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

Jane Doe, PathA-Student  
Pathologists' Assistant Student  
Eastern Virginia Medical School

Students will verbally identify themselves as "Pathologists' Assistant STUDENT" from the EVMS PathA Program during all patient and professional encounters at the site or when representing the profession or the program.

## **STUDENT ATTIRE**

Students will comply with established dress code policies for SCPs of the PathA Program and host institution during clinical education placements. Professional attire for men and women includes: slacks, collared shirts with ties for men, slacks and/or appropriate length skirts with blouses or sweaters, or dresses for women. Students should be careful not to wear shirts, blouses or sweaters that are form-fitting or have a low neckline. Closed toe shoes are required. Neat grooming is expected and lab coats (if worn) must be clean and in good repair. Blue jeans, tee shirts, flip flops, canvas or nylon shoes are not allowed. In laboratory settings, proper laboratory attire must be worn including closed toe shoes (non-absorptive) and attire that covers the legs. Scrubs may be worn in laboratory settings as is acceptable to the host SCP site. All scrubs must be a matching set, without patterns or adornments, and in a non-distracting solid color (ex. green, blue, grey, or black – Ask the SCP site Preceptor for guidance). Furthermore, scrubs must be intact, without holes, tears, or writing on them, and they must be without wrinkles.

Student attire affects the reputation, and reflects upon the professionalism, of the student, the PathA Program, and EVMS. Please keep this in mind when preparing for clinical training activities.

- CLINICAL CLERKSHIPS: Students will wear clean short white coats and EVMS nametags for all clinical experiences. Course directors will specify appropriate occasions for clinical attire in the didactic year.
- CLINICAL ATTIRE: Appropriate apparel for females is slacks and blouses, appropriate length skirts and blouses, or dresses. Students need to exhibit discretion when choosing their professional wardrobe and avoid cropped tank tops, low neck lines and form fitting apparel. Males must wear slacks or casual pants, shirts with collars, and ties. For both genders: no scrubs (except when appropriate for working in the grossing lab or autopsy suite), tee shirts, shorts, jeans, sweat pants and tops, tennis or running shoes, sandals, or open toed shoes are NOT allowed.
- LABORATORY: Students may choose to purchase a white coat to be worn during their laboratory experiences held during the first year. No open toed shoes are acceptable in the lab. Rules will be established by the Course Director for appropriate attire and personal protective equipment in the lab.
- CLASSROOM: Students may be dressed comfortably in the classroom according to seasonal norms. Please refrain from wearing scrubs, cutoffs, torn clothing, revealing clothing, or clothing with images, drawings, or sayings of a controversial or suggestive nature.
- The Program Director may request specific attire requirements for special occasions.
- Course directors, core faculty, and preceptors reserve the right to question attire choices that may seem inappropriate to them. A student may be refused participation in any clinical or didactic setting when attire is clearly inappropriate.

## **TECHNOLOGY REQUIREMENTS**

- EVMS is committed to utilizing new and emerging learning technologies that enhance and facilitate learning opportunities and outcomes and continually monitors, evaluates, and improves the curriculum to provide the best possible educational program.
- In order for incoming students to take advantage of the ever-changing technology, **Computing Requirements** will be revised, as appropriate, each year.
- Each incoming student will need to have a personal laptop computer capable of running the necessary software and applications used in our curriculum. The standards are the minimum necessary for a student to successfully participate in the curriculum during the 24-month program.
- Information about student expectations and responsibilities will be provided at orientation.

## **EVMS LAPTOP COMPUTING REQUIREMENTS**

Requirements for a Wi-Fi capable laptop are updated annually

**LAPTOP:** (no more than 2 years old)

*NOTE: Netbooks, Chromebooks, iPads and other tablets are not viable choices to meet the PathA Program Handbook*

*following standards:*

- Processor: minimum dualcore
- RAM: minimum 4 GB
- Screen Resolution: 1280 x 720 (720p)
- HDMI output recommended
- Wireless cards: 802.11 a/b/g/n (ac compatibility recommended)
- **Recommended Service Plan: minimum 28 months**

OPERATING SYSTEM:

Windows 7 (32 or 64 bit) Home Premium (or higher) is recommended

*NOTE: Windows 7-10 and Mac OSX 10.8x - 10.11.x will meet the requirements to access the campus network and are officially supported at this time.*

**IMPORTANT:** *The Network Information Center recommends that students do not upgrade operating systems without prior confirmation of institutional compatibility.*

BROWSER:

PC: Microsoft Internet Explorer (version 11), Firefox\* or Chrome Mac: Safari version 5.1.7 or higher

*NOTE: The Network Information Center HIGHLY RECOMMENDS that students do not use beta versions of these browsers.*

\*Firefox is the suggested browser for viewing recordings on the [EVMS video portal](#) which also requires the [Microsoft Silverlight plugin](#).

SOFTWARE:

Software required for EVMS network access and functionality on campus are provided on the myEVMS portal as "Student Software Download"

- Microsoft Office 2013 Standard Edition or higher\*
- Adobe Acrobat XI or higher

\*Office 365 may be purchased through the [myEVMS portal](#) at a reduced rate after enrollment.

**OPTIONAL Recommended Items:**

- External Storage device (large capacity jump drive or external drive) for data backup (optional but recommended)
- CD/DVD drive

We understand that choices in computer manufacturer and operating system are personal choices and every effort has been made to provide for such flexibility, however, the computer MUST meet the minimum specifications. As such, "netbooks, Chromebooks, iPads, and other tablets will not meet these requirements and cannot be relied on as sufficient to fulfill this requirement for incoming students.

Questions about this policy may be directed to EVMS Network Center Support ([comphelp@evms.edu](mailto:comphelp@evms.edu) | 757.446.5871)

## **EVMS Network Center Support**

Because of the variability in computer manufacturers, hardware, software, etc., **the EVMS Network Center will only provide support for installing the necessary software to ensure compliance with and access to the EVMS wireless network access.** The Network Center is **not able to** provide support or troubleshooting for hardware or software/application support. All support, troubleshooting, and updates will be the student's responsibility; therefore, purchase of a service plan for your computer is highly recommended.

## **ATTENDANCE**

### **DIDACTIC YEAR ATTENDANCE**

- Attendance at all scheduled didactic sessions in the PathA Program is expected (during COVID- 19 pandemic these have been converted to interactive synchronous online lecture sessions). Attendance and timeliness in the classroom may be viewed as an indicator of the student's future attendance and timeliness during the clinical clerkships and is viewed as a component of the expected professionalism.
- Attendance in all classes and laboratory exercises will be monitored by the Course Directors in accordance with the guidelines specified in the table for *Unexcused Absences*.
- Unanticipated absences should be discussed with either the Program Director, Course Director, or contact administrative staff as soon as possible to inform Program authorities of the circumstances, and to ensure that any missed class materials can be made up and/or obtained from classmates.
- Anticipated absences should be discussed with the Program Director or Course Director as early as possible.
- Absences will be characterized as either *excused* or *unexcused*. Generally, absences for illness, accidents, or unanticipated personal emergencies, will be considered excused. Proof of illness may be requested. Written documentation for excused absences must be provided to the Program Director within 24 hours of the student's return to campus.
- The Program reserves the right to assess attendance records of students who have a serious or prolonged illness and to determine the student's ability to progress through the curriculum. Prolonged or repeated absence may make it difficult or impossible to satisfactorily continue in the program. A student with prolonged absence may be asked to withdraw from the program. An opportunity to return the following year may be extended to the student when that is deemed appropriate by a review committee.
- Students with a pattern of unexcused absences or excessive tardiness will be counselled as a part of their professionalism assessment. If attendance does not improve, the student may be asked to attend a faculty meeting to discuss their apparent inability to meet the requirements of the program.

<b>GUIDELINE FOR UNEXCUSED ABSENCES</b> (Remember: no penalty for EXCUSED absences)			
	For a one (1) Credit Course	For a two (2) Credit Course	For a three (3) or more Credit Course
No penalty for this many unexcused absences per semester or fewer	1 class	2 classes	3 classes
Exceeding stipulated threshold above: <b>all</b> unexcused absences count against you	1.0%	1.0%	1.0%
Full 5% of final course grade is lost beyond the stipulated number of unexcused absences and will accrue an additional 1% for each additional absence	3 or more	4 or more	5 or more
Examples: for Unexcused Absences	1 absence = 0% 2 absences = 1% 3 absences = 5%	2 absences = 0% 3 absences = 1% 4 absences = 5%	3 absences = 0% 4 absences = 1% 5 absences = 5%

## **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 40 hours per week (5 days = total of 320 hours/8-week SCP -or- 160 hours/4-week SCP) 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.** 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.

**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).**

## **ATTENDANCE**

Students will be present during day, night and/or weekend hours when required by the

preceptor. Additionally, students will attend **all** learning activities (grand rounds, lectures and other assignments) 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 all 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:*

<i>July 27<sup>th</sup></i>	<i>deadline for excused absences during SCP 1</i>
<i>September 21<sup>st</sup></i>	<i>deadline for excused absences during SCP 2</i>
<i>December 14<sup>th</sup></i>	<i>deadline for excused absences during SCP 3</i>
<i>February 8<sup>th</sup></i>	<i>deadline for excused absences during SCP 4</i>
<i>April 19<sup>th</sup></i>	<i>deadline for excused absences during SCP 5</i>

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.

- 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.
- Students who choose to work are required to make this known to the Program Director.
- 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.
- 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:

- Students will be required to demonstrate full compliance with the technical standards to the degree students attested to on their admission statements and as re-attested during registration each semester.
- Students will engage in their didactic training and supervised practice in a professional manner with behavior for the clinical clerkships that is patient-centered and reflective of the proper Code of Ethics for the profession.



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

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

### **HONOR CODE VIOLATIONS**

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

## **CLASSROOM BEHAVIOR**

### **CELL PHONES**

Cell 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 STANDAR**

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 of 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.

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**

To begin the accommodation process, a student must self-identify to the EVMS Student Disability Committee through the Student Disability Officer, declare the disability (or suspected disability) in writing, request accommodations, and complete an intake meeting with the Student Disability Officer. The student must submit documentation that meets the criteria as outlined in the Student Guide to Disability Accommodations, Section IV, General Disability Documentation Guidelines and Accommodations History. This documentation should be submitted with the Educational Accommodations Request form or as soon after as possible. Failure to provide the required documentation could result in a prolonged accommodation process due to insufficient documentation. Inactive files are closed at the end of each semester.

All requests for accommodations and supporting documentation are reviewed by the Student Disability Committee to determine a student's eligibility for new or continued accommodations.

### **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 and ExamMonitor™):

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

## **EXAMINATION RESCHEDULES**

### **ANTICIPATED RE-SCHEDULE:**

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

- 1<sup>st</sup> unexcused late assignment 85% total points maximum
- 2<sup>nd</sup> unexcused late assignment 80% total points maximum
- 3<sup>rd</sup> unexcused late assignment 75% total points maximum
- 4<sup>th</sup> unexcused late assignment 70% total points maximum
- 5<sup>th</sup> 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%.
- 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

<b>FALL SEMESTER (Yr 1)</b>		
<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CREDITS</b>
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
		<b>14</b>
<b>SPRING SEMESTER (Yr 1)</b>		
<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CREDITS</b>
PATH 504	Anatomical Foundations	5
PATH 516	General Mechanisms of Disease	3
PATH 507	Neuroanatomy	2
PATH 510	Pathophysiology	4
PATH 515	Embryology (online component)	2
		<b>16</b>
<b>SUMMER SEMESTER (Yr 1)</b>		
<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CREDITS</b>
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
	<b>Core Science Preliminary Examination</b>	<b>P or F</b>
		<b>13</b>
<b>Total Didactic Program</b>		<b>43</b>

## YEAR II: CLINICAL CLERKSHIP CURRICULUM

FALL SEMESTER (Yr 2)		
COURSE NUMBER	COURSE NAME	CREDIT
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
		<b>13</b>
SPRING SEMESTER (Yr 2)		
COURSE NUMBER	COURSE NAME	CREDITS
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
		<b>14</b>
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
		<b>8</b>
<b>Total Clinical Program Credits</b>		<b>35</b>
<b>TOTAL PROGRAM CREDITS</b>		<b>78</b>

\*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 immune histochemical 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 (4 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 (3 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 contains three elements: The Introduction to the Clinical Year, Biorepository Science, and Supervised Clinical Practice Rotations.

Introduction to the Clinical Year

During the Introduction to the Clinical Year, students will participate in supplemental exercises & experiences to enhance their ability to accurately describe macroscopic findings, process surgical specimens, and improve skills essential to clinical clerkships. These will include assignments, group discussions, guest lectures on special topics, and small group laboratory practice sessions in the PathA training laboratory. Students will be required to participate in two (2) small-group laboratory sessions which are limited to a maximum of three (3) students per session.

Students will also participate in an orientation to the clinical rotations which includes a review of clinical year rules and procedures, instruction in using E\*Value (clinical year scheduling, logging, and evaluation software), and a personal safety presentation from the EVMS Police.

Biorepository Science

Students will be required to successfully complete the “Essentials of Biobanking” certificate course provided by the International Society for Biological and Environmental Repositories (ISBER). This nine- module Biobank Certification Program is an online course sponsored by the Canadian Tissue Repository Network and the University of British Columbia Office of Biobank Education and Research. It is designed to provide ‘how-to’ knowledge of biobanking best practices for biobank staff, trainees, researchers and related staff. This online course is self-paced is estimated to take 7 – 11 hours to complete.

Students will also complete the Inspection Team Member Training module offered through the College of American Pathologists (CAP). This is a 4.5 credit-hour CME online course. This course includes training necessary to assist in the performance of a CAP accreditation site visit, including for Biorepositories (and contains the material formerly addressed in the Biorepository Inspector Training module).

Students will also attend an online session by LifeNet Health and will complete a quiz on the material presented.

Completion of the ISBER Essentials of Biobanking course and the CAP Inspection Team Member Training module are required to pass the Biorepository Science component of this course.

### Supervised Clinical Practice Rotations

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, & Laboratory Management. The settings for these experiences may include military and Veterans Administration hospitals, community hospitals, larger private hospital complexes, academic medical centers and independent Pathology laboratories. 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.

NOTE: These clinical rotations do not center around different subspecialties of medicine, but include different clinical sites that offer various levels of student training based on volume of samples processed, complexity of the samples, presence or absence of medical autopsies, presence or absence of forensic autopsies, exposure to various laboratory procedures, instrumentation and ancillary educational opportunities. It provides a diverse exposure to various disciplines within the subspecialty of anatomic pathology.

### **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.

**Teaching Assistant PATH 605 (1 credit hours)**

Students of this course will serve as Teaching Assistants in assigned courses covering material in which they have previously proven competency by passing the course or a course of similar scope and depth. The various courses to which students will be assigned a teaching assistantship responsibility are disciplines in which the students will be tested for in their ASCP Certification Exam. Teaching Assistants may participate in assigned projects, live or recorded lecture presentations, laboratory activities, or online live or asynchronous activities or recordings, as instructed by the Course Director of the course to which the Teaching Assistant has been assigned. The Course Directors from the individual courses will construct teaching activities in close consultation with the Course Director of the PATH 605 course.

**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.

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 require 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.

- 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 PROGRAM DIDACTIC		
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 <i>pertinent section in this Student Handbook</i>		

For those courses in the curriculum that are designed pass/fail the following scale will apply:

Code	Description	Percentage
<b>H</b>	Honors	91%-100%
<b>HP</b>	High Pass	81%-90%
<b>NP</b>	Non Pass	0%-69%
<b>P</b>	Pass	70-80%

Mathematical rules for rounding to the nearest whole number based on two decimal places apply. For example, a final grade of 93.45 would round to a 94 (A). A final grade of 93.44 would round to a 93 (A-).

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 3<sup>rd</sup> (summer) semester of the program.

## **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**

### **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:
  - instructor and student may review exam questions to determine areas of misunderstanding and/or how to approach test questions,
  - a group or individual oral presentation that demonstrates competence in the areas tested, OR
  - some combination of the above
  - the method(s) employed in the LIP will be selected based on the needs of the student and are at the discretion of the course director
- **TIMING**: Except in unusual circumstances, this process must be started and completed within five (5) school days after the grades of the test or assignment

- have been posted.
- 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.
- Two consecutive semesters with a semester GPA of less than 3.00 (without measurable improvement) may result in academic dismissal from the program.
  - Any course grade of D, F, or NP, may result in academic dismissal from the program. When there are extenuating circumstances leading to the failure, the student may be invited to repeat the course in the following academic year, at the discretion of the 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.
  - 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.
  - 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.
    - A student placed on Non-Academic Probation during the course of the program, will remain on probation for the remainder of the program.

## CLINICAL YEAR GRADES

Based on Total Composite Performance Scores, grades for each SCP will be recorded on the transcript as follows:

<u>Percentile</u>	<u>Grade</u>	<u>GPA</u>
100 - 94	A	4.00
93 - 90	A-	3.67
89 - 87	B+	3.33
86 - 84	B	3.00
83 - 80 (80 minimum Passing)	B-	2.67
79 - 77	C+	2.33
76 - 74	C	2.00
73 - 70	C-	1.67
69 - 67	D+	1.33
66 - 64	D	1.00
63 - 60	D-	0.67
59 or less	F	0.00

*Please note that 80-83% will yield a grade of B- and a resulting GPA of 2.67. A cumulative 3.0 GPA is required for graduation.*

## REMEDiation IN THE CLINICAL YEAR

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

## ENTERING THE CLINICAL YEAR ON PROBATION

- A student may enter the clinical year on probation if they earned a 3rd semester GPA of less than

3.00 but continued to maintain a cumulative GPA of 3.00 or greater or, if they advanced to the clinical year after a period of remediation.

- A student entering the clinical year on probation for any reason is subject to the following:
  - They will remain on probation for the entire clinical year.
  - They MAY be subject to dismissal as the result of a single failure (Non-Pass) grade on a clinical rotation after review of the circumstances and a determination by the Educational Coordinator, Clinical Liaison Coordinator, Program Director and Student Progress Committee.
  - Probationary status will be considered in all cases of academic or non-academic failures and subsequent review by the Student Progress Committee.

## **PROBATION IN THE CLINICAL YEAR**

If a student receives a grade below 80% for a clinical rotation in the clinical year, the following will occur:

- The reason for the grade will be thoroughly investigated by the EC. The student may be referred to the Student Progress Committee of the PathA program for consideration of dismissal from the program if deemed appropriate by the EC & PD.
- If granted the opportunity to repeat the rotation, the student shall repeat the SCP at a different site, with all grades averaged to yield a final semester grade.
- The student will immediately be placed on academic probation for the rotation at a different site. Probationary status will continue for the remainder of the clinical year.
- Any subsequent grade below 80% on any remaining clinical rotation will be grounds for dismissal from the program. The student's situation will be reviewed by the Student Progress Committee and a recommendation to the Program Director will be made.
- If the student chooses to challenge the grade received, the procedures outlined below for Challenging a Grade will apply.

**A grade below 80% in the repeated rotation or any subsequent rotation may result in dismissal from the program.**

**In accordance with Pathologists' Assistant Program requirements, a 3.00 GPA must be maintained.**

## **REPEATING A COURSE**

- Didactic Year 1 of the program
  - Because the courses of the program are provided in sequence and each course is only taught once per year; it is possible that the required course will have to be remediated simultaneously with other ongoing courses at the discretion of the Course Director and Program Director. Not all courses lend themselves to be readily



or instantly remediated.

Therefore ...

- If a student is granted the opportunity to repeat a course, it might have to be with the next class of students. This would require the student to become a member of the class following their original graduating class.

## **ACADEMIC DISMISSAL**

### **DIDACTICAL COURSEWORK OF THE PROGRAM**

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

- D, F, or non-Pass grade in any course in the didactic year of the program.
- Two consecutive semesters with a GPA less than 3.00
- An Honor Council conviction resulting in a penalty of failure of a course or dismissal from the school.

### **NON-ACADEMIC PENALTIES OR DISMISSAL**

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

### **DISMISSAL**

In each of the cases where a student is at risk for dismissal, the PathA Program Student Progress Committee, comprised of a majority the PathA Program's Course Director faculty, will meet to discuss and deliberate the student's situation. They will then make a recommendation to the PathA Program Director which can also render a deliberation.

### **APPEALING DISMISSAL**

- Students should be thoroughly familiar with School of Health Professions' grievance and appeals policies and procedures.
- Students may appeal academic and non-academic program decisions to the Dean of the School of Health Professions.

## **READMISSION POLICY**

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

- Student progress committee recommendation to Program Director (typically this return would be in a probationary status)
  - Students who request and are granted a Leave of Absence from the program for a valid reason and who are granted permission to return to the program.
  - Life events that required an extended absence from the program
  - As a result of the appeals process through the Dean's Office.

In all cases above, the student must have written permission to return to the program from the PathA Program Director.

## **STUDENT PROGRESS AT THE END OF THIRD SEMESTER**

### **REMEDIATED PROGRESSION TO THE CLINICAL YEAR**

The Program requires a cumulative grade point average (GPA) of 3.00 in order to graduate from the program (as is customary at most graduate training programs). Therefore, in order to progress to the clinical year of the program, the cumulative GPA must be 3.00 or higher at the conclusion of the 3rd semester.

1. Decision for remediation or dismissal from the program: Note: GPAs will be rounded to 2 decimal places by Excel.
  - a. Students whose cumulative GPA rounds to 2.94 or less will be dismissed from the program
  - b. Students whose cumulative GPA rounds to 2.95 to 2.99, would be *considered* for a remediated progression if the Progress Committee agrees that:
    - i. Extenuating circumstances exist(ed) for the student
    - ii. The Progress Committee agrees that the student has (or will have) the requisite skills and knowledge to progress in spite of their grades, after a period of remediation.
    - iii. Students that elected to work concomitantly during the didactic portion of the program and were counseled to discontinue work to improve academic standing complied with the request to discontinue work (termination of employment must be verified).
    - iv. The student has taken advantage of opportunities for recommended student support services
      1. Student academic records will be reviewed for efforts by faculty advisors to support the student during all four didactic semesters.
      2. Students who have documented referrals for tutoring, study and testing evaluations, or other student support services will be evaluated by the progress committee in terms of whether they took advantage of available student support

- services.
3. Failure to follow through on recommendations may be viewed unfavorably by the committee when determining eligibility for remediation.

The individual remediation plan will outline the following in detail:

- v. Subjects and skills to be remediated
- vi. An instruction and study plan
- vii. How each component will be assessed
- viii. A schedule for each activity
- ix. A schedule for each assessment
- x. Grade criteria for each form of assessment, and
- xi. What the result of unsatisfactory remediation would be (i.e. dismissal)

Students who successfully progress to the clinical year by remediation will also enter the clinical year on probation. This probationary status would be taken into consideration if the student were to receive a non- passing grade on a clinical rotation.

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

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

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

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

## **PREPARATORY WORK FOR ASCP EXAMINATION**

This preparatory examination is utilized to evaluate students during the last phase of the PathA education and to better prepare students for taking the ASCP certification examination. This is a formative PASS or FAIL assessment and is NOT included as part of your GPA grade.

**It is important for the students to understand that it is the policy of EVMS Pathologists' Assistant (PathA) Program that granting of the Masters in Health Science degree is NOT contingent upon passing the ASCP certification exam.**

**The first administration of the preparatory work for the ASCP examination will be during the last semester of the program prior to graduation.** This test will demonstrate strengths and weaknesses in each student's basic science and clinical knowledge. The results will be used by the student to direct his/her studying for the ASCP certification examination. This is a formative evaluation, meant to serve as a self-reflective evaluation of your current level of knowledge and understanding. Administration of the exam should be used to guide study prior to taking the ASCP Examination.

## **PATHA PROGRAM CLINICAL GUIDEBOOK**

### **CLINICAL YEAR EXPECTATIONS AND POLICIES**

Complete guidelines for planning rotations and all clinical year policies are contained in the PathA Program Clinical Guidebook. The current version is available to students on Blackboard well before the clinical year commences for each class. It outlines clinical rotations, scheduling, and expectations during the clinical year of the program in full detail.

**SEE CURRENT VERSION OF PATHA PROGRAM CLINICAL GUIDEBOOK FOR LIST OF ACTIVE CLINICAL SITES**

## **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](#)

- 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

## **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.

### **THE AMERICAN SOCIETY FOR CLINICAL PATHOLOGY**

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.

### **THE NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCE (NAACLS)**

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