



MACON & JOAN BROCK VIRGINIA HEALTH SCIENCES

EVMS School of Health Professions

AT OLD DOMINION UNIVERSITY

PHYSICIAN ASSISTANT PROGRAM STUDENT HANDBOOK

PUBLISHED AUGUST 2024

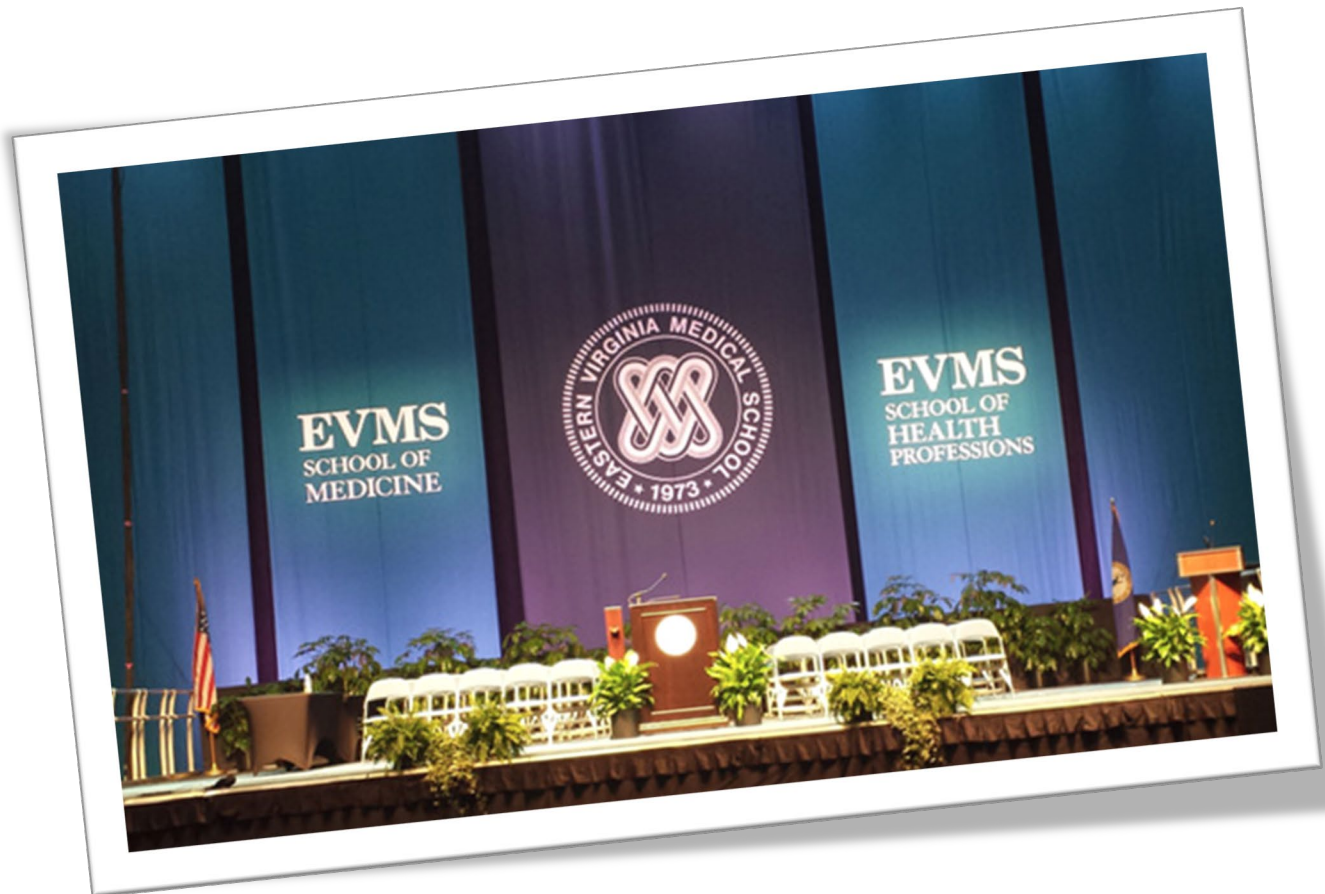


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The information contained in this section of the handbook is an overview of current policies and procedures of the EVMS Physician Assistant Program. The implementation of any health professions curriculum remains dynamic, and is therefore subject to continuous review and improvement. Provisions listed herein are directive in nature and subject to change. Changes will be communicated to students as soon as possible.

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

INTRODUCTION

This PA Program Student Handbook is designed to provide the matriculated student with information about the educational Program culminating in the Master of Physician Assistant (MPA) degree offered at EVMS. It specifies the standards and expectations of a student to be successful in the Program and remain in good standing. This handbook should be seen as an adjunct to the Institutional Student Handbook located on the MyEVMS portal, which contains specific information regarding the school and related policies.

The information herein is subject to periodic review and revision. Any substantive changes will be communicated to students in a timely manner. It is ultimately the student's responsibility to be aware of all requirements and work closely with their faculty mentor and the Program to ensure these requirements are fulfilled.

This current handbook will apply to all students matriculated in the PA Program until an updated version is announced and posted.

Please read this document and sign the acknowledgement form at the end indicating agreement to follow the policies and procedures while enrolled as a student in the EVMS PA Program. The form is to be signed, dated and returned to the Program during Orientation.

WELCOME!

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

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

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

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

Sincerely,

Kimberly K. Dempsey

Kimberly K. Dempsey, MPA, EdD, PA-C, DFAAPA
Associate Professor and Program Director
Physician Assistant Program
EVMS School of Health Professions
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BRIEF PROGRAM HISTORY

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

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

The EVMS PA Program was the first master's degree PA Program in Virginia and enrolled its charter class in January 1999. The first classes were held in Andrews Hall and were relocated to the first floor of Lewis Hall in September 2000 until 2010. The Program moved to its new, state-of-the-art facility in Lester Hall July 2011.

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

PROGRAM INFORMATION

MISSION STATEMENT

The mission of the EVMS PA Program is to prepare students to provide comprehensive health care across the lifespan by training them in the medical arts and sciences in an inclusive, diverse environment dedicated to the delivery of patient-centered and culturally humble care, while fostering a strong commitment to our community and lifelong personal and professional development.

VALUES

Three core values drive our daily efforts:

- *Excellence:* We determine with our stakeholders what is valuable and hold ourselves to high performance standards that fulfill our promises.
- *Collegiality:* We serve our community and one another, building strong and mutually supportive relationships. We work as a cooperative, united team to further our purposes of education, research and patient care.
- *Integrity:* We strive to maintain the highest ethical standards and accept accountability for all we do and say.

GOALS

ENROLLMENT AND RETENTION

Recruit, enroll and retain a highly qualified and diverse student cohort.

Indicators:

- Entering class average prerequisite GPA equal to or above 3.75.
- At least 50% of the entering student cohort will represent highly qualified, diverse backgrounds as indicated by admissions PEQs.

COMMUNITY SERVICE

- Foster an attitude of service.

Indicators:

- Entering class average of 500 volunteer hours.
- 40 hours of community service while in the program.

INTERPROFESSIONAL EDUCATION

- Produce graduates who function as collaborative members of the healthcare team.

Indicators:

- Successful completion of IPE course series.
- Clinical evaluations reflective of student collaboration on the healthcare team.

PROGRAM COMPLETION RATES:

- Ensure students successfully complete the program and graduate on time.

Indicators:

- 100% successful completion of all graduation requirements prior to graduation
- 90% On-time graduation rate

KNOWLEDGE AND SKILLS:

- Equip graduates to enter PA practice with excellent clinical knowledge and skills.

Indicators:

- PANCE first time pass rate at or above national average
- 95% pass rate on final OSCE
- 95% first time pass rate on End of Curriculum exam

ACCREDITATION

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

Accreditation remains in effect until the Program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the

Standards. The approximate date for the next validation review of the Program by the ARC-PA will be March 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

TIME TO COMPLETE DEGREE

The PA Program is a seven-semester, 28-month Program taken on a full-time basis. All courses must be completed in sequence. No advanced standing, substitutions or waivers will be granted based on previous experience, training or testing. Students must satisfactorily complete 99.5 credit hours of course work and meet the following graduation requirements. Graduates earn an MPA degree.

DIDACTIC PHASE

The 16-month didactic phase of the Program spans four consecutive semesters before the clinical phase. It is designed to introduce and provide a foundation for basic and clinical sciences, culturally appropriate interpersonal and communication skills, evidence-based medicine, diagnostic and therapeutic management, clinical reasoning, and aspects of physician assistant professional practice. This phase incorporates traditional and active learning classroom interaction with practical clinical skills development and simulated patient interaction. Each semester's coursework is a prerequisite for the subsequent semester and must be completed in the specified order. Students may advance to the clinical phase with successful completion of the didactic phase, which requires grade of C- or better in all individual courses and a cumulative grade point average of 3.00 or higher at the conclusion of 4th semester.

CLINICAL PHASE

Following the successful completion of the didactic phase, students advance into the 12-month clinical phase of the Program where they will complete nine supervised clinical practice (SCP) courses. SCPs represent clinical education opportunities that enable students to actively participate in the evaluation and management of diverse patient populations in all age groups across the lifespan and with medical, surgical, and emergent problems.

During the clinical phase, all students will also enroll in a one credit Introduction to Clinical Practice course, a five credit Senior Seminar course and a longitudinal interprofessional practice course that extends throughout the didactic and clinical phase. Each student will complete nine 5-week supervised clinical practices (SCPs) including Family Medicine,

Pediatric Medicine, Internal Medicine, Women's Health, General Surgery, Emergency Medicine, Psychiatry and Behavioral Health and two electives.

Through the clinical phase, the student has the opportunity to learn to become a practicing PA. Students fine tune the life-long, self-directed learning skills that will serve them throughout their professional career. Students are encouraged to take full advantage of the preceptor's knowledge, skills, and willingness to teach.

Clinical sites are developed to provide the student with opportunities to gain valuable clinical experience by applying knowledge and skills from the didactic phase. Sites are primarily located throughout Eastern Virginia and Northeastern North Carolina. However, assignment to clinical sites may extend outside this area based on availability and/or by prearrangement.

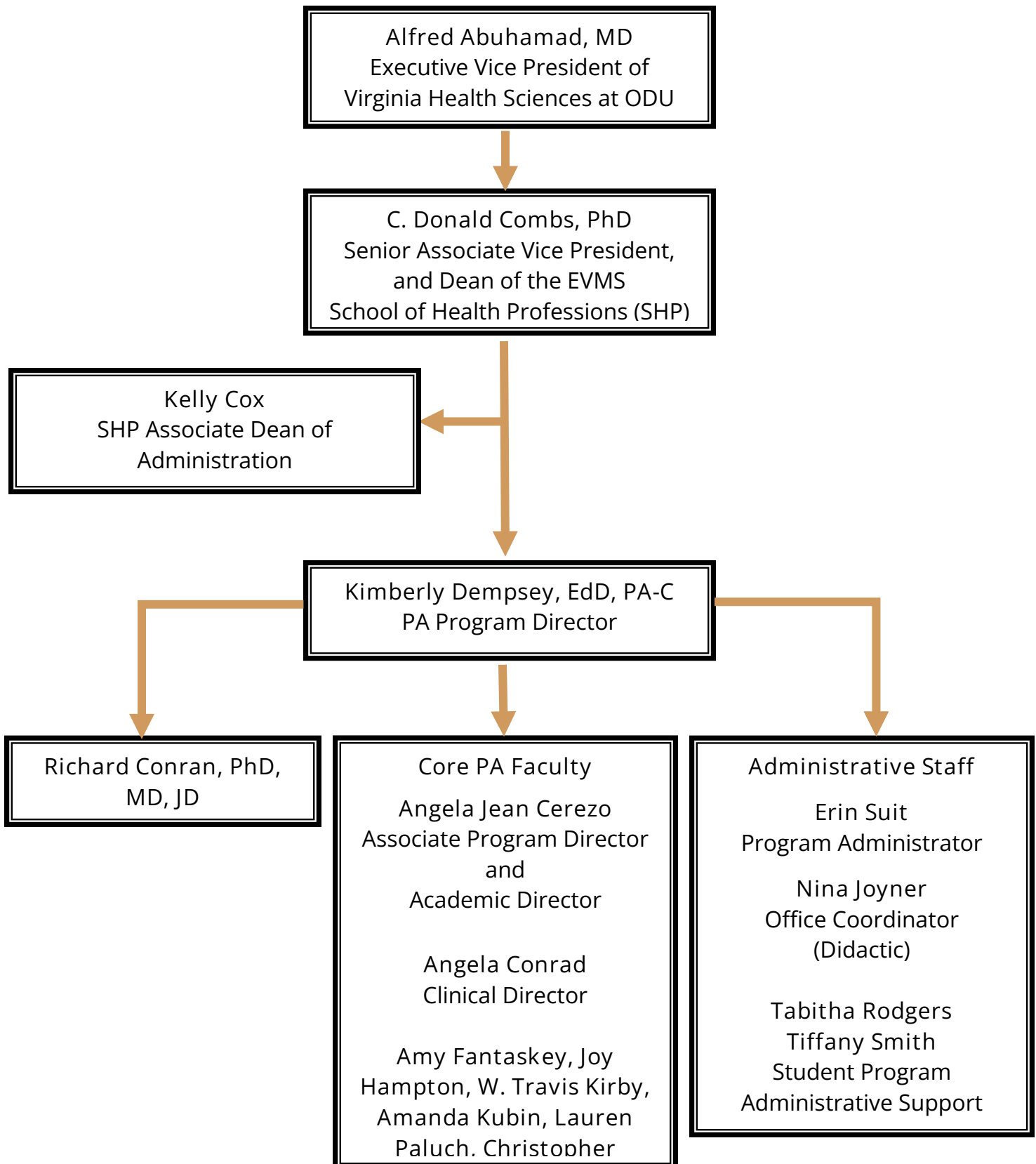
Students are offered the opportunity to initiate rotations out of the area if they choose. All students will complete the first semester of the clinical phase (semester 5) at EVMS established sites. Students may initiate out of the area rotations beginning with semester 6 of the program provided all requirements are met and the student is in good academic standing. Students struggling academically will be placed in EVMS established sites in the local area in order to support their learning and for access to institutional support and resources.

Please refer to Appendix A for the curriculum associated with each matriculated cohort.

KEY PROGRAM CONTACTS

Faculty/Staff	Email	Phone
Program Director Kimberly Dempsey, MPA, EdD, PA-C, DFAAPA Associate Professor	dempsekk@evms.edu	757.446.7158
Medical Director Richard Conran, PhD, MD, JD Professor	conranrm@evms.edu	757.446.5620
Associate Program Director and Academic Director Angela Jean Cerezo, MPA, PA-C Assistant Professor	cerezoaj@evms.edu	757.446.7158
Clinical Director Angela Conrad, MPA, PA-C, DFAAPA Associate Professor	conradam@evms.edu	757.446.7158
Program Administrator Erin Suit	suitel@evms.edu	757.446.7158
Office Coordinator (Didactic) Nina Joyner	joynerwd@evms.edu	757.446.4886
Student Program Administrative Support Coordinator (Clinical) Tiffany Smith	smithtl@evms.edu	757.446.5673
Student Program Administrative Support Coordinator (Clinical) Tabitha Rodgers	rodgertr@EVMS.EDU	757.446.7193

PA PROGRAM ORGANIZATION CHART



ACCESSIBLE TEXT VERSION OF ORGANIZATIONAL CHART

- I. Alfred Abuhamad, MD, Executive Vice President of Virginia Health Sciences at ODU
 - a. C. Donald Combs, PhD, Senior Associate Vice President, and Dean of the EVMS School of Health Professions (SHP)
 - i. Kelly Cox, SHP Associate Dean of Administration
 - ii. Kimberly Dempsey, EdD, PA-C, PA Program Director
 1. Richard Conran, PhD, MD, JD, Medical Director
 2. Core PA Faculty
 - a. Angela Jean Cerezo, Associate Program Director and Academic Director
 - b. Angela Conrad, Clinical Director
 - c. Amy Fantaskey, PA Faculty
 - d. Joy Hampton, PA Faculty
 - e. W. Travis Kirby, PA Faculty
 - f. Amanda Kubin, PA Faculty
 - g. Lauren Paluch, PA Faculty
 - h. Christopher Roberts, PA Faculty
 - i. Megan Senter, PA Faculty
 - j. Daniel Thibodeau, PA Faculty
 - k. Jennifer Wohl, PA Faculty
 - l. Jeffrey Yates, PA Faculty
 3. Administrative Staff
 - a. Erin Suit, Program Administrator
 - b. Nina Joyner, Office Coordinator (Didactic)
 - c. Tabitha Rodgers, Student Program Administrative Support Coordinator (Clinical)

- d. Tiffany Smith, Student Program Administrative Support Coordinator (Clinical)

COMPETENCIES AND STUDENT LEARNING OUTCOMES

PA education and the profession face increasing demands for greater accountability. It is therefore imperative that PA education and practice are closely aligned to ensure students are prepared to deliver quality, patient-centered care upon graduation. Based on the Competencies for the PA Profession, the following competencies are expected of each PA graduate as they enter the profession. Under each domain and competency more specific student learning outcomes are listed.

PERSON CENTERED CARE

Provide person-centered care that includes patient- and setting-specific assessment, evaluation, and management and healthcare that is evidence-based, supports patient safety, and advances health equity.

- 1.1 Elicit an appropriate history in any setting taking into consideration any patient specific factors.
- 1.2 Perform an appropriate physical examination of a patient in any setting taking into consideration any patient specific factors.
- 1.3 Recommend and perform general procedures of a PA as indicated in patient care.
- 1.4 Develop a prioritized differential diagnosis including diagnostic impression utilizing data gathered through history, physical examination, and diagnostic studies.
- 1.5 Provide appropriate patient education based on diagnosis and patient specific factors.
- 1.6 Develop a tailored management plan based on probable diagnosis.

KNOWLEDGE FOR PRACTICE

Demonstrate knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.

- 2.1 Order and interpret routine diagnostic and screening tests based on history and physical examination findings.
- 2.2 Develop a comprehensive understanding of acute and chronic conditions across the lifespan and in association with patient specific factors.

INTERPERSONAL AND COMMUNICATION SKILLS

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- 3.1 Communicate in a medically professional manner both orally and written with patients, families, and other health care professionals.
- 3.2 Exhibit effective, sensitive, and respectful communication (verbal and non-verbal) building rapport and trust.

PRACTICE-BASED LEARNING AND QUALITY IMPROVEMENT

Demonstrate the ability to learn and implement quality improvement practices by engaging in critical analysis of one's own practice experience, the medical literature, and other information resources for the purposes of self-evaluation, lifelong learning, and practice improvement.

- 4.1 Engage in critical analysis of medical literature and other information sources to advance patient care.
- 4.2 Understand the impact of public health on PA practice.
- 4.3 Demonstrate understanding of the business of healthcare.

PROFESSIONALISM AND ETHICS

Demonstrate a commitment to practicing medicine in ethically and legally appropriate ways and emphasizing professional maturity and accountability for delivering safe and quality care to patients and populations.

- 5.1 Engage in inter-professional education to enhance patient care, collaboration, communication and teamwork in the clinical setting.
- 5.2 Understand qualifications for entry into PA practice and maintenance of practice requirements
- 5.3 Construct a plan for personal and professional wellness.
- 5.4 Demonstrate professional responsibility and integrity.

ACADEMIC INTEGRITY AND PROFESSIONALISM

All students in the EVMS School of Health Professions must meet high expectations for academic integrity. In addition to being required to maintain the guidelines outlined for

Monarch Citizenship through the Honor Code, Honor Pledge, and Monarch Creed, students enrolled in the School of Health Professions must adhere to the Expectations for Health Professions Student Behavior Policy.

If a student is aware of a violation of any of the above policies, it is their professional and ethical duty to report it. Reporting should be done immediately to an appropriate authority (ex: Testing Center Proctor) **or** directly to the SOM and SHP Student Affairs. Reporting a violation to a faculty member does not absolve the student from reporting it to SOM and SHP Student Affairs. Direct reporting by students to SOM and SHP Student Affairs is preferred.

Any student who is convicted of a violation of policy by the SOM and SHP Student Affairs will be referred to the [PASPC](#) for further disciplinary action which may result in dismissal from the PA program.

PROGRAM COMPLIANCE

Completion of program compliance is a part of being an EVMS student and is vital to maintaining continuity in the program. As part of program compliance, students are expected to adhere to all mandatory program and institutional requirements including but not limited to submission of required forms, completion of evaluations, and maintaining immunizations and annual trainings. Currently, EVMS does not require COVID vaccination. However, as of the publication date of this handbook, a large part of our clinical sites for rotations require students to have the first two initial COVID vaccinations. Additionally, ongoing compliance requirements will be completed throughout the final semesters of the program in order to comply with affiliated sites and hospitals for clinical rotations. Noncompliance may result in delay in graduation and is subject to disciplinary actions that follow the tiered approach in Professional Deficiencies.

PROFESSIONAL DEFICIENCIES

Students are expected to adhere to the professional standards described above in Professional Standards. Any breach of the professional standards is documented as an incident in the student's file. Continued, repeated incidents as well as the severe nature of an incident results in a tiered approach of reconciliation except where explicitly stated in the policies above. There may be some instances that require immediate escalation of the tiered approach based on details of the incident and will be determined by Program leadership.

- Verbal warning
- Written warning

- Referral to the Student Progress Committee (for details of the SPC see Student Progress Committee).

*Note: For extreme cases of professional deficiencies of the professional standards, this process may be escalated.

PA Student Progress Committee (PA SPC) structure and function are described in the [Student Progress Committee](#) section.

ACADEMIC STANDARDS

GRADING POLICIES

MATHEMATICAL ROUNDING

Mathematical rules for rounding to the nearest whole number based on two decimal places are applied to the grade percentage. For example, a final grade of 93.45 would round to a 94 (A), while a final grade of 93.44 would round to a 93 (A-). The GPA is not rounded to whole numbers.

DIDACTIC PHASE GRADING SCALE

PERCENTAGE	GPA	LETTER GRADE
94 – 100	4.00	A
90 – 93	3.67	A-
87 – 89	3.33	B+
84 – 86	3.00	B
80 – 83	2.67	B-
77 – 79	2.33	C+
74 – 76	2.00	C
70 – 73	1.67	C-
Less than 70	0.0	F

**An Exam Score of less than 70, requires Assessment Improvement Method (AIM) with Course Director

CLINICAL PHASE GRADING SCALE

PERCENTAGE	GRADE
90-100	HONORS (H)
80-89	HIGH PASS (HP)
70-79	PASS (P)
69 or less	NON-PASS (NP)

*NOTE: The Inter-professional Education course series spans the entire program and is assessed per the clinical phase grading scale.

REPEATING A COURSE

Because the didactic phase of the Program is provided in sequence, with courses each semester being prerequisite to the following semester's coursework, each course is only taught once per year. If a student is granted the opportunity to repeat a course, it will be with the next class of students. This would require the student to become a member of the class following their original graduating class and repeat the entire sequence of courses beginning in the first semester with the new cohort. For the clinical phase, the schedule is more flexible, and students may be able to repeat a course, but this may result in a delay of graduation.

ERRONEOUS GRADE RECORDED

If an incorrect grade is posted, the student should immediately contact the Academic Director or Clinical Director to verify the error. If the error is verified, the correct grade will be posted as well as the correction made on the student's grade record.

EXAMINATION POLICIES*EXAMINATION PROCEDURES*

All computer-based examinations are administered using web-based testing software (e.g. ExamSoft for didactic phase and PAEA for clinical phase) and conducted in the EVMS Testing Center when scheduled on campus. Students with approved accommodations take their exams in the Accommodation Testing Center. Testing Center examination procedures are distributed by the Program office before each examination. Students must adhere to these policies and procedures.

Discussion and dissemination of exam topics or items is an a violation of academic integrity and reported to SOM and SHP Student Affairs.

EXAMINATION SCHEDULE

DIDACTIC PHASE

The Academic Director will distribute semester exam and Post Exam Review of Concepts (PERC) schedules before the beginning of the semester. All attempts are made to schedule exams within a week of completing a module but is not guaranteed. PERCs are typically scheduled within a week of the exam. Once published, the exam schedule is final; however, unforeseen circumstances may necessitate changes. Students are notified of changes as soon as possible. Due to testing center space limitations for accommodation students, the exam times may be adjusted. This may result in exam times as early as 7 AM on the exam date and/or ending in the evening. Students are expected to remain flexible and plan accordingly for any adjustments in the exam start and end times.

CLINICAL PHASE

End of Rotation (EOR) exams are scheduled based on availability of the EVMS Testing Center, with the goal of having a start time of 9:00 AM (EST). All students are required to start at the same time, regardless of location. Adjustments will not be made for students traveling from other time zones. If there are concerns regarding site location and time required for travel, you must notify the Clinical Director at least 2 weeks prior to the scheduled exam date. In the event of extenuating circumstances, changes to the start time may be considered at the discretion of the Clinical Director. Additionally, testing center conflicts may necessitate adjustments to the start time and this will be communicated to students as necessary.

Students rotating at local sites will take their exam in the EVMS Testing Center. Students rotating at out of area sites will have the option of returning to the EVMS campus to take the EOR exam or use the program approved web-based proctoring service at the student's expense. Students planning to use the web-based proctoring service must notify the Program by the deadlines provided by the clinical coordinators.

EXAMINATION RESCHEDULES

The exam and PERC schedule are distributed during the previous semester so students may plan accordingly. However, it is understood that unexpected circumstances occur. The policies for late arrivals and absences on an exam day are under Attendance Policies.

GRADES FOR RESCHEDULED EXAMINATIONS

Grades for rescheduled exams will be recorded as outlined below for computer-based exams (or, pass/non-pass for competency assessments) and do not include lab practicals and SCSIL testing.

Students who miss an exam due to illness, injury, family emergency, or death in the family must upload a reasonable form of proof with the time off form in Exxat Prism in order to be eligible to earn 100% of the total exam points.

For students who miss an exam for reasons other than stated above, the maximum possible score is 85% of the total points allotted for that exam. Exam grades between 85% and 100% will receive a final grade of 85%. Grades below 85% will receive the grade earned. Students have 24 hours from the time the exam was administered to explain their situation to the Academic Director or Clinical Director, who in extraordinary circumstances may grant the ability to take the make-up exam at 100% of the total possible points.

Rescheduled computer-based exams will contain 20% new questions in the didactic phase. In the clinical phase, nationally published exams are utilized and cannot be adjusted.

Discussion and dissemination of exam topics or items is a violation of academic integrity and reported to SOM and SHP Student Affairs.

POST EXAM REVIEW OF CONCEPTS (PERC)

Post Exam Review of Concepts (PERC) sessions for computer-based exams are typically within one week of the exam date and do not include lab practicals and SCSIL testing. Only in extenuating circumstances, as deemed by the Course Director(s), will PERC be given outside of the scheduled PERC time. PERCs and distribution of Strengths and Improvements Opportunities (S&O) reports will not occur for cumulative final exams.

The format of the PERC is a review of concepts, and exam questions are not shown. At the discretion of the course faculty / course director, the PERC may include a review of how to approach test questions.

Reviews will be conducted as follows:

- A link to the student's personal "Strengths and Improvements Opportunities" (S&O) report is sent through Examsoft for the student to access on the Examsoft Portal. It shows the category performance of an individual exam taker for a specified exam. The exam taker's UID is located at the right upper corner of the report. For each category, a percentage for the number of questions in this category answered correctly is given.
- In the event that not all students are able to take the exam prior to the scheduled PERC date and time, the PERC is postponed. Every effort is made to reschedule the PERC in a face-to-face format. If logistics and scheduling should not allow, an

asynchronous PERC in a format of the course director's preference will be released on Blackboard for a specified period. The S&O report is released on Examsoft before PERC regardless of the delivery method of the PERC.

Inquiries or additional discussion regarding a test item will not occur during PERC and will only be addressed after following the steps for self-regulated learning in the algorithm below:

- Consult personal notes.
- Consult the required textbook and/or assigned readings.
- If a lack of clarity or questions remain, wait a minimum of 24 hours from the conclusion of the PERC to email the Course Director(s) regarding questions or concerns about the material. Emails must be sent no later than five (5) business days following the 24-hour period after the PERC. Except in rare circumstances, this process should occur in the timeframe of 1 to 7 calendar days following the PERC session.
- The outcome of any inquiry and discussion will be at the discretion of the Course Director.

Discussion and dissemination of exam topics or items is a violation of academic integrity and reported to SOM and SHP Student Affairs.

Professional behavior is expected at all times during the PERC session, any email communications, and during any post PERC discussions. Any deviation from this standard may result in dismissal of the student from PERC session or meeting and a professionalism incident recorded in the student's internal PA Program file. Students are subject to disciplinary action following the tiered approach in Professional Deficiencies.

Attendance at the scheduled review session is highly recommended for students attaining a score less than or equal to 80%. All students attending the PERC must record their attendance by badge swipe.

Those scoring less than 70% must attend the PERC sessions and fully engage in the educational process of self-regulated learning. They must also participate in the Assessment Improvement Method (AIM) process described under Assessment Improvement Method. Failure to attend the expected PERC sessions and initiate the AIM process is viewed as insufficient student engagement in the educational process and will result in a professionalism incident recorded in the student file. Professionalism incidents are considered in deliberations by the PA SPC, if necessary.

ASSIGNMENT POLICY

Individual courses may have specific assignments included in the course grading and assessment. The individual Course Director(s) have the freedom to establish the due dates and reasonable acceptance of late assignments and the impact on the overall grading for that assignment. Please refer to the course syllabus for policies related to assignments.

The Course Director, Academic Director, or Clinical Director may challenge a pattern of turning in late assignments.

REQUIREMENTS FOR ACADEMIC PERFORMANCE, PROGRESSION, AND GRADUATION

SATISFACTORY PERFORMANCE & PROGRESS

MENTORING

Students will have a core faculty member assigned as their faculty mentor when beginning the Program. The role of the faculty mentor is to monitor student progress and serve as a guide and advocate. To become acquainted with faculty mentors, an initial meeting will be scheduled during the first two weeks of Semester 1. This meeting will allow for an assessment of support including referrals to academic support services as necessary.

Every semester, students must schedule an appointment with their faculty mentor. Faculty will notify students when meetings are available and their preference for scheduling. Two forms will guide the discussion during the meeting:

- Mid-Semester Form: this form prompts the student regarding their successes, difficulties, and challenges related to the current semester course load and any outside influencing factors. It also serves as a Professionalism self-evaluation prior to each mid-semester meeting.
- Semester Grade Sheet: a summary of the course grade elements will be made available to the student for them to complete and track course grades and semester GPA. Students should be prepared to discuss their grades up to that point in the semester. Students must be aware of the importance of self-monitoring GPAs to ensure they will meet academic progress and graduation requirements.

The students must complete and submit these forms electronically in Exxat Prism at least 24 hours before the meeting or by the due date established by the Program. Students who do not submit completed forms by the due date are subject to disciplinary action following the tiered approach under Professional Deficiencies.

Students who are experiencing difficulties in courses or who are experiencing life events that affect progress or performance in the Program may schedule an appointment with their faculty mentor, the Associate Program Director, Clinical Director or the Program Director whenever the need arises. The student or faculty may initiate other meetings outside those required.

DIDACTIC SATISFACTORY ACADEMIC PROGRESS

Grades, professionalism, and ability to meet technical standards are factors that determine satisfactory 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) and receive a C- or higher in all letter-graded courses and a "P" (Pass) in all performance-graded courses to remain in good academic standing and graduate from the Program. Grade percentages will be calculated to 2 decimal places. See [Mathematical Rounding](#) under [Grading Policies](#).

The policy of a GPA of 3.00 or higher in a graduate professional Program has been adopted to better ensure student's preparation for future sequential course work.

Any course grade of F and some courses with NP will result in dismissal from the Program (See [Dismissal From the Program](#)).

Remediation prior to the clinical phase of the Program may be considered for a student with a cumulative GPA of less than 3.00 at the end of the 4th semester of the Program (See [Remediated Progression to the Clinical Phase](#)).

STUDENT PROGRESS AT THE END OF DIDACTIC PHASE

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

The Program requires a cumulative grade point average (GPA) of 3.00 to graduate from the Program as is customary at most graduate training Programs. Therefore, to progress to the clinical phase of the Program, the cumulative GPA must be 3.00 or higher at the conclusion of the 4th semester. Students whose cumulative GPA calculates to 2.89 or less shall be dismissed from the Program.

CLINICAL SATISFACTORY ACADEMIC PROGRESS

All students in the clinical phase are expected to attain passing scores on all Preceptor Evaluations of Student, EOR exams or elective assignments and Final SCP scores to be considered in good academic standing (see individual SCP course syllabi for details on grading components). Students who do not meet these criteria will be subject to stipulations outlined in Academic Deficiencies. Students who are placed on probation will be subject to the stipulations outlined in Probation. Student performance at the clinical site and in all components of the SCPs is deemed to be suggestive of subsequent behavior and performance as a practicing PA.

GRADUATION REQUIREMENTS

In order to meet eligibility to graduate from the Program, and earn the Master of Physician Assistant (MPA) degree, candidates must:

- Achieve a grade of C- or better for all didactic courses (first 4 semesters of the Program), and a grade of Pass (P) or better for all seminar courses, interprofessional courses, and clinical rotations (SCPs)
- Achieve a minimum cumulative GPA at the end of the didactic curriculum (end of semester 4) of 3.00 or better
- Complete all Program courses and requirements
- Complete and pass all components of the Summative Evaluation (see [Summative Evaluation](#))
- Complete and record 40 hours of community service during the course of the program
- Be recommended for graduation by the Program Director
- Have satisfied all debts to the school

SUMMATIVE EVALUATION

The Summative Evaluation is designed to ensure that the student has the knowledge, interpersonal skills, patient care skills, and professionalism required for entry into the

profession. This is completed within four months of graduation. This evaluation consists of the following components:

- Successful completion of all SCPs and clinical phase courses
- Objective Structured Clinical Exams (OSCEs): Receive a passing score after completion of standardized patient (SP) encounter(s). Students are required to complete a problem focused history and physical examination and explain essential information to the patient such as diagnostic impression, plan, treatment, counseling, and education. OSCEs are used to evaluate appropriate history and physical examination elements, communication skills, clinical decision making, formulation of an appropriate plan and management, and professionalism.
- End of Curriculum (EOC) Exam: Receive a passing score on the EOC exam. This exam is an objective, standardized evaluation of student's knowledge as a component of readiness for graduation developed by the Physician Assistant Education Association (PAEA). It is a 300-question summative assessment.

UNSATISFACTORY PERFORMANCE & PROGRESS

ACADEMIC DEFICIENCIES – DIDACTIC PHASE

The standard of performance for students in the didactic phase is to pass each course with a C- or higher and maintain a 3.00 GPA or higher each semester as well as for the cumulative GPA.

EXAM FAILURES

Examination failures will be addressed in a stepwise fashion with gradually increasing student responsibilities. The following process applies to exams taken in one semester. With the exception of being placed on Academic Probation, each semester begins the process anew.

1. First Examination Failure: Remediation.
2. Second Examination Failure: Remediation and the student is placed on an Academic Warning.
3. Third Examination Failure: Remediation.
4. Fourth Examination Failure: Remediation and Academic Probation.

ACADEMIC WARNING

Students may be placed on Academic Warning for the following reasons:

1. Failure of 2 exams in a semester: Academic Warning shall continue until the completion of the semester

2. Semester GPA less than 3.10: Academic Warning will remain until the completion of the following semester
3. Professionalism issues: Academic Warning will remain until the student completes the Program

ACADEMIC PROBATION

Students shall be placed on Probation for the following reasons, including, but not limited to:

- Failing to achieve or maintain the required 3.00 semester GPA
- Fourth examination failure in a semester.
- HIPAA or other confidentiality violations
- Repeating one or more semesters (deceleration)
- Recommendation by the PA SPC
- Repeated or egregious violations of the ODU Code of Student Conduct, SOM and SHP Expectations for Student Conduct Policy, Standards of Conduct for the Teacher-Learner Relationship, Technical Standards Monarch Citizenship through the Honor Code, Honor Pledge, and Monarch Creed, or Expectations for Health Professions Student Behavior Policy
- *Note: Probation is grievable see [Student Rights](#).

PROBATION DURATION

Students placed on probation for failure to achieve the requisite semester GPA must receive a 3.00 semester GPA the following semester to be placed in good standing. Failure to receive a 3.00 semester GPA the following semester will be presented to the [PASPC](#) for possible dismissal.

The following probation duration exceptions apply:

- Students placed on probation where behavioral, professional, or other conduct issues were also a factor shall remain on probation for the remainder of the Program.
- Students placed on probation during a semester for failing four or more exams will stay on probation until the end of the semester.
- Students placed on probation for failing to achieve the required 3.0 GPA during semester 4 will be placed on probation during semester 5 of the clinical year.

Students must maintain passing scores for EORs, Preceptor Evaluation of Student, and the final SCP grades in order to be removed from the probationary period.

- Students placed on probation during the clinical phase will remain on probation through the current semester in which they are placed on probation and the subsequent semester. The probationary status will be removed as long as the following parameters have been met (see Probation Duration Below).

ACADEMIC PLAN

All students placed on Probation or Warning shall have an Academic Plan. The Academic Plan will outline corrective actions the student must take while on Probation. Students placed on Probation must also meet regularly with their faculty mentor or Clinical Director to discuss their academic progress and compliance with the Academic Plan. The Academic Plan may be amended at the discretion of the Program Director to address additional issues that are discovered or not previously addressed.

Students who fail to successfully abide by the Academic Plan, or who have future academic and/or professionalism issues shall be subject to dismissal by the PA SPC (see [Dismissal from the Program](#)).

ACADEMIC DEFICIENCIES – CLINICAL PHASE

The standards of performance for students in the clinical phase is to receive a passing score for each Preceptor Evaluation of Student, End of Rotation (EOR) exam, and final course grade. Grading of SCPs remains the responsibility of the Program with guidance provided by the clinical preceptor.

END OF ROTATION (EOR) EXAMS

The PAEA EOR exams are nationally administered exams and vetted through a rigorous process. It is expected that students demonstrate competence by receiving a passing score on EOR exams in order to pass the SCP. Our goal in this process is to ensure success in the clinical phase and as practicing clinicians. Specific grading details are outlined in the SCP syllabi. The following outlines the requirements for students receiving non-passing scores on EOR exams:

First NP EOR Exam Score

Students receiving the first NP on an EOR exam will be required to:

- Meet with a Clinical Year Faculty Member.
- Complete Remediation which includes the AIM process and remediation of student learning outcomes (see Remediation).

Second NP EOR Exam Score

Students receiving the second NP on an EOR exam whether this is a re-take of a previously failed exam or failure of a second SCP EOR exam will be required to:

- Be placed on probation.
- Meet with the Clinical Director.
- Consult with Academic Support Services to review deficits and test taking skills and additional meetings as needed.
- Complete Remediation which includes the AIM process and remediation of student learning outcomes (see [Remediation](#)).
- Complete SCPs in the local area during the probationary period.
- Complete a 120-question RoshReview practice exam at the midpoint of each SCP.

*NOTE: After a second NP EOR exam, students must receive a passing score on all elements of each SCP for the remainder of the clinical phase. Any one failure of an EOR, Preceptor Evaluation of Student, and/or Final SCP score will result in referral to the PA SPC.

Third NP EOR Exam Score

Students receiving the third NP on an EOR exam will:

- Be referred to the PA SPC.

NP EOR Exam Score of Re-Take

Students receiving an NP score on any re-take exam will:

- Receive an NP score for Final SCP score.
- Repeat the rotation. The timing and location of the repeated rotation will be at the discretion of the Clinical Director (See Final SCP Score below for details).
- Be required to adhere to all requirements under section Second NP EOR Exam Score above.

PRECEPTOR EVALUATION OF STUDENT

It is expected that students demonstrate competence by receiving a passing score on the Preceptor Evaluation of Student in order to pass the SCP. Specific grading details are outlined in the SCP syllabi. Students who receive a grade of a NP on the basis of a non-passing score on a Preceptor Evaluation of Student will receive a NP score for the rotation and be required to:

- Repeat the SCP
- Be placed on probation

FINAL SCP SCORE

The student must receive a passing score for both the Preceptor Evaluation of Student and EOR exam or elective assignment individually as well as a passing score for the calculated Final SCP Score (see Clinical Year syllabus for grade point distribution) in order to receive a passing score for the SCP and proceed through the clinical phase. Any student receiving an NP Final SCP score will be required to repeat the SCP. The student will be placed on academic probation (see [Probation](#)). The circumstances surrounding a failure of an SCP will be thoroughly investigated by Program personnel prior to posting an official grade.

The Clinical Director will determine the timing and location of the repeat SCP, in order to ensure appropriate mentoring and full opportunity for learning. The goal is the complete any necessary repeated rotation as soon as possible to ensure attainment of learning outcomes before progressing. Decisions on placement location may be dependent on availability of that particular rotation needs. Failure of the repeated SCP or any subsequent SCP will result in referral to the PA SPC.

ACADEMIC PROBATION

Students shall be placed on Probation for the following reasons, including, but not limited to:

- Remediated progression to the clinical year
- Receiving a NP grade for a Final SCP score
- Receive a NP grade on the Preceptor Evaluation of Student
- Second NP EOR exam score
- HIPAA or other confidentiality violations
- Deceleration
- Recommendation by the PA SPC
- Repeated or egregious violations of the ODU Code of Student Conduct, SOM and SHP Expectations for Student Conduct Policy, Standards of Conduct for the Teacher-Learner Relationship, Technical Standards, Monarch Citizenship through the Honor Code, Honor Pledge, and Monarch Creed, or Expectations for Health Professions Student Behavior Policy

*Note: Probation is grievable see [Student Rights](#).

ACADEMIC PLAN

All students placed on Probation shall have an Academic Plan. The Academic Plan will outline corrective actions the student must take while on Probation. Students placed on Probation must also meet regularly with their faculty mentor or Clinical Director to discuss their academic progress and compliance with the Academic Plan. The Academic Plan may be amended at the discretion of the Program Director to address additional issues that are discovered or not previously addressed.

PROBATION DURATION

Students placed on probation in the clinical phase (see [Academic Deficiencies](#) for details) must meet the following parameters in order to be removed from probationary status:

- Receive a passing score for the remainder of the courses in the current semester in which the student was placed on probation (i.e. the student was placed on probation for the first rotation, two additional rotations remain in that semester, therefore the student must receive a passing score for those two remaining courses).
- Receive a passing score in all courses in the following semester.
- Complete Program compliance and site requirements as instructed.
- Adhere to parameters in academic plan.
- Be required to complete rotations during the probationary status in the local area.
- Students receiving a subsequent NP Final SCP grade or two NP EOR grades will be referred to the [PASPC](#)

REMEDIATION

The purpose of remediation is to identify and address obstacles to student success with the goal of putting the student back on the path to being successful. The remediation process is two-fold. It involves the [AIM](#) process and individualized remediation of student learning outcomes. When a student earns a score of less than 70% on a summative assessment, excluding final exams, there will be a requirement for that student to engage the course faculty as a part of the remediation process. The remediation process begins when the student contacts the Course Director(s) after receiving the exam grade, as described below in the Assessment Improvement Method section.

ASSESSMENT IMPROVEMENT METHOD

The Assessment Improvement Method (AIM) is an integral part of the Program's Performance Self-Evaluation (PSE) process. It is expected that students actively participate in this continuous self-assessment of their performance. Students are encouraged to

engage with course faculty to review their PSE at any point during a given semester if they require additional guidance or support. The AIM session may cover various aspects such as time management, study skills, test-taking skills, psychosocial factors, and exam reports (Strengths & Opportunities (S&O) report generated by ExamSoft or EOR Performance report generated by PAEA Assessment Hub) The format of the review is at the course director's discretion. However, no aspect of assessments (questions, checklists, etc...) will be shown during AIM sessions.

Description

The AIM process involves the student completing and sharing their Performance Self-Evaluation Form with the Course Director or Course Faculty. The student must self-initiate this process upon receiving a score of less than 70% on a summative evaluation component in a course. Course Director(s) will review the form and offer feedback based on their assessment of the student's performance and assignment. As an outcome of the AIM process, the student may be referred to one or more of the following resources:

1. Student Affairs
2. Mandatory meetings with the Course Director, Mentor, or Academic Director
3. Student Health or Mental Health.

Course Director(s) will also discuss remediation of the material as described below.

Timing

The Form must be completed and submitted in Exxat Prism within 5 days (120 hours) of the grade being posted. After completion, the student must email the Course Director(s) to set up a meeting for additional guidance. At times, extenuating circumstances may affect this timeline; therefore, adjustments to this timeline are at the discretion of the Course Director(s). However, it is the student's responsibility to ensure this is completed in a timely manner.

Compliance

Noncompliance with mandatory faculty mentor meetings or remediation assignments is subject to disciplinary actions that follow the tiered approach in [Professional Deficiencies](#) and is recorded as an incident in the student file.

Didactic Phase Final Exams

Exams labeled as "Final Exam" or "Cumulative Final" are not subject to this policy. Module exams given during Final Exam week are subject to this policy.

REMEDIATION OF STUDENT LEARNING OUTCOMES

The PA curriculum builds on material from previous lectures, modules, and courses. Therefore, it is essential that students master material prior to progressing further in the Program to successfully complete the curriculum.

Description

The Course Director(s) will establish a remediation plan based on areas of low performance as indicated on the student's individual exam report and after reviewing the student's PSE. For didactic phase students, the remediation plan may include reviewing lectures, reading, meetings with the course instructor, Osmosis, or other resources. Students will be required to display competency in the material by re-testing. The format for re-testing for lab-based assessments will be at the discretion of the Course Director and based upon the availability of lab or SCSIL space. When feasible, the student will engage in the same or similar lab testing. However, an alternate activity that assesses the deficit in learning outcomes may be necessary. Remediation of computer-based, multiple-choice assessments will be accomplished through Osmosis questions that are assigned by the Course Director. The original score on an assessment will not be replaced by the grade achieved on the remediation. Students who unsuccessfully remediate on the first attempt will be required to meet with the Course Director for further remediation. The format of the further remediation is left to the discretion of the Course Director but is directed at the achievement of student learning outcomes required for successful progress in the program. Students who fail to successfully remediate will be required to meet with the [Student Progress Committee \(SPC\)](#) at the end of the semester, which may result in dismissal from the Program. For clinical phase students, the remediation plan may include review of material through self-directed learning, Osmosis, with the course instructor or use of other resources. Students will be required to display competency in the material by re-testing which is accomplished through a retake of the EOR exam. The re-take exam is typically scheduled within one week of the original exam, unless there are barriers to scheduling with the testing center or if the re-take falls on a holiday or break. The original score on an assessment will not be replaced by the grade achieved on the remediation. Students who unsuccessfully remediate will be required to meet with the SPC during the semester.

Compliance

Noncompliance with any aspect of the remediation plan is subject to disciplinary actions that follow the tiered approach in Professional Deficiencies and is recorded as an incident in the student file.

Didactic Phase Final Exams

Exams labeled as "Final Exam" or "Cumulative Final" are not subject to this policy.

REMIEDIATED PROGRESSION TO THE CLINICAL PHASE

The PA SPC may exercise limited discretion in this regard when they believe that extenuating circumstances affected a student's ability to achieve the required cumulative GPA at the end of the 4th semester. Remediated progression to the clinical phase requires that the student enroll in MPA 5000 Directed Medical Studies. Consideration for a remediated progression to the clinical phase would require all the following conditions to be met:

- A cumulative GPA* between 2.90 and 2.99 at the end of semester 4 of the Program
- Extenuating circumstances affecting the student's achievement
- A consensus of the PA SPC and PD that the student has the requisite skills and knowledge to progress despite their grades, after a period of remediation.
- The student has taken advantage of recommended student support services.
 - Student academic records will be reviewed for evidence of student seeking support from faculty mentors during all four didactic semesters.
 - 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.
 - Failure to follow through on recommendations may be viewed unfavorably by the committee when determining eligibility for remediation.

The PA SPC would meet at the end of the 4th semester to determine if the Academic Director and appropriate faculty should develop an individualized plan of remediation for a student or students.

*Note: A student with a cumulative GPA of 2.89 or less will not be eligible for consideration. In addition, a student who has already been decelerated or who was on probation two or more times in the didactic semesters would not be eligible for this consideration.

MPA 5000 – DIRECTED MEDICAL STUDIES – VARIABLE CREDITS

A remediating student will not progress to clinical rotations with their classmates. The first five to ten weeks of the clinical phase will be devoted to their remediation efforts. Thus, the graduation date for the student will be affected.

The remediating student will be enrolled in MPA 5000 - Directed Medical Studies. The general syllabus for this course will be the same for all students, but an individualized schedule of directed remediation and a schedule for activities and assessments will be provided.

Within the Directed Medical Studies course, an individual remediation plan will be tailored to the needs of the student, based on didactic performance throughout the first 4 semesters of the Program.

The individual remediation plan will outline the following in detail:

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

Students who successfully progress to the clinical phase by remediation will also enter the clinical phase on probation. See Probation Duration section for additional details on length of probation. Remediated Progression to the Clinical Phase of the Program is meant to be a rare occurrence based on the judgments of the PA SPC's best efforts to evaluate and acknowledge the strengths and weaknesses of individual students. It is not offered to students who have struggled throughout their training, had two or more semesters on probation, or who had already been decelerated.

The GPA parameters outlined above would trigger a review of a student's record and consideration for remediation. It is essential that the resulting cumulative GPA is 3.00 or higher in order to successfully progress to the clinical phase of the Program. Students will not be automatically offered an opportunity to remediate. The outlined criteria must be met. The effect of the grade from this variable credit course will be factored into the cumulative GPA.

*NOTE: This process does not change the student's ability to appeal academic decisions by the PA SPC. A student may still appeal academic decisions to the Dean of the School of Health Professions as indicated elsewhere in this Student Handbook.

AT RISK STUDENTS

Students at academic risk of not meeting the minimum course grade and semester GPA requirement during the didactic phase may be required to meet with a Course Director, faculty mentor and/or the Academic Director to discuss their academic progress.

*STUDENT PROGRESS COMMITTEE (PA SPC)***POLICY**

Physician Assistant Student Progress Committee Structure and Function

PURPOSE

This policy establishes the composition of the Physician Assistant (PA) Student Progress Committee (SPC), its operations, and the standards for decision-making.

RESPONSIBILITY AND REVIEW CYCLE

The PA Program faculty will review this policy annually.

DESCRIPTION*Responsibilities and Make-Up of the PA Student Progress Committee*

The PA SPC has an overall responsibility for the assessment of student performance, professional development and behavior, and overall progress to ensure students are meeting the academic and technical standards of the program. The SPC also has responsibility to review and recommend appropriate remediation or other action when a student's performance, behavior, or progress is not satisfactory.

The SPC is a PA Program Standing Committee that includes voting and non-voting members as described below:

Voting Members:

- 6 PA Program faculty members.
 - Note: A faculty member referring a student will not be a voting member and will be replaced with an alternate member.
- PA Program Medical Director
- EVMS faculty member
- SHP Program Director

Non-voting Members:

- Any referring faculty member as described above.

- PA Program Director
- Student Affairs Representative
- Other faculty as necessary

Procedures of the PA SPC

Students may be required to appear in front of the PA SPC and will be notified, in advance, when their appearance is required. If a student declines to appear or does not respond to the notice, the PA SPC will meet as scheduled and proceed with the decision-making in the absence of the student.

Appearance is typically required for reasons including, but not limited to the following:

1. Failure of a course.
2. Three failures of an End of Rotation Exam (EOR).
3. Failure of a supervised clinical practice (SCP), preceptor evaluation, or end of rotation (EOR) exam following an initial non-pass score of a supervised clinical practice (SCP).
4. Recurrent or single egregious unprofessional behavior, including behaviors that may violate the ODU Code of Student Conduct, SOM and SHP Expectations for Student Conduct Policy, Monarch Citizenship through the Honor Code, Honor Pledge, Monarch Creed, or the Expectations for Health Professions Student Behavior Policy regardless of whether adjudicated by SOM and SHP Student Affairs.
5. Recurrent or single egregious violations of Program Technical, Professional, and Academic Standards.
6. A student who will be taking a Leave of Absence (LOA) for reasons related to inability to meet academic standards, technical standards, or professional standards.
7. The SOM and SHP Student Affairs rendered a finding of responsibility for a violation of an SHP or Institutional policy
8. Failure to comply with an Academic Plan previously established by the PA SPC or the PA Program.

In the event that a PA student will come before the PA SPC, the Program Director or designee will meet with the student in advance to prepare them for the meeting and answer any questions. In the preparation meeting, the student will be provided with written documentation that includes the logistics of the meeting, the composition of the committee, student rights at the meeting, procedures for participating in the meeting,

what to prepare for the meeting, and what to expect after the meeting, including the right to due process for dismissal.

Either the Associate Program Director, Academic Director, or the Clinical Director will chair the meeting depending upon the student's current phase in the program and the reason for the appearance. A majority of the membership of the SPC will constitute a quorum. The Chair must be included in this quorum. A simple majority vote of the quorum is required. The decision of the PA SPC is presented as a recommendation to the Program Director. The Program Director will make the final decision.

At the meeting, committee members will be presented with reports of the student's performance (academic or professional) and progress toward graduation for their consideration. The PA SPC will have access to the student's entire academic record. Additional information regarding a student beyond that contained in the academic record (e.g., attitudinal, personal, or extenuating factors) may be obtained from other sources as the PA SPC may deem appropriate, and the PA SPC may interview the student. The student will not be allowed to have any electronic devices during the meeting (cell phone, smart watch, recording devices, etc, ...). During the meeting, the student may elect to present any information or documentation deemed relevant. Attorneys retained by the student cannot attend the PA SPC meeting or meetings with Program faculty or staff in preparation for a PA SPC meeting.

After the presentation of all relevant information, the PA SPC will convene in a closed session to deliberate and discuss the student's future standing in the program. Throughout such consideration the PA SPC shall use, but shall not be obligated to adhere solely, to the following guiding principles:

- A student who has not met the academic guidelines set forth in the PA Student Handbook will be subject to dismissal.
- A student who is permitted to decelerate due to an academic failure will be subject to dismissal if the student subsequently does not meet the academic guidelines set forth in the PA Student Handbook. This guiding principle includes students who withdrew or took an LOA for an extended period when they were experiencing academic failure(s) at the time of the withdrawal/leave.
- A student who demonstrates recurrent or singly egregious unprofessional behavior will be subject to dismissal.
- Action by the PA SPC resulting from being found responsible for a violation of the ODU Code of Student Conduct, or SOM and SHP Expectations for Student Conduct Policy will be determined on a case-by-case basis based on overall academic and professional performance.

At the conclusion of its deliberations, the PA SPC will vote to decide whether the student will be:

- Allowed to Continue without Conditions;
- Allowed to Continue with Conditions;
- Allowed to Decelerate with Conditions; or
- Dismissed from the PA Program.

The student will be notified, in writing, of the decision. This written notification will include a statement of the decision, any Academic Plan or other conditions (remediation, skills training, coaching, etc.), the consequences of failure to abide by the conditions, and the consequences of any subsequent academic, technical, or professional deficiencies. A copy of the notice will also be provided to relevant institutional officials (e.g. Registrar, Director of Financial Aid, Student Affairs, etc.).

A decision of Dismissal may be appealed to the Dean of the School of Health Professions within the timeframe specified in the SHP Policies and Procedures. If no appeal is filed, the dismissal decision of the PA SPC shall stand and be final effective as of the date of the written notification of dismissal to the student.

DECELERATION

NON-ACADEMIC DECELERATION

Students in good academic standing with extraordinary non-academic circumstances who go on Leave of Absence (LOA) that results in their being unable to complete course work prior to the end of the semester may withdraw from the Program and reapply at a later time or may petition the Program Director in writing for non-academic deceleration. Students who have been approved for non-academic deceleration will reenter the Program with the next cohort in Semester 1 (one) of the Program. The student must attend Orientation with the new cohort and complete all Program requirements. Students who are on Academic Warning or Academic Probation with extraordinary non-academic circumstances who go on LOA that results in their being unable to complete course work prior to the end of the semester may withdraw from the Program and reapply at a later time or may petition the PA SPC for non-academic deceleration. Any decelerated student who went on LOA while on [Academic Warning](#) or [Academic Probation](#) will reenter the Program on [Academic Probation](#). Decelerated students will receive an [Academic Plan](#) that outlines all requirements including that the student must pass all repeated courses with a 3.00 or better. Failure to receive a 3.00 on a repeated course will result in continued Academic Probation for the following semester.

Failure to meet any terms of the [Academic Plan](#) may result in dismissal by the [PASPC](#). Once the student progresses in the curriculum past the repeated courses, they are subject to all the Program policies that pertain to all students. Students will only be allowed to decelerate once for any reason (academic or non-academic).

ACADEMIC DECELERATION

The [PASPC](#) may determine that a student is suitable for academic deceleration in lieu of dismissal. Students who have been academically decelerated will reenter on [Academic Probation](#) with the next cohort in Semester 1 (one) of the Program. The student must attend Orientation with the new cohort and complete all Program requirements.

Decelerated students will receive an [Academic Plan](#) that outlines all requirements, including that the student must pass all repeated courses with a 3.00 or better. Failure to receive a 3.00 on a repeated course will result in continued Academic Probation for the following semester. Failure to meet any terms of the Academic Plan may result in dismissal by the [PASPC](#). Once the student progresses in the curriculum past the repeated courses, they are subject to all the Program policies that pertain to all students. Students will only be allowed to decelerate once for any reason (academic or non-academic).

DISMISSAL FROM THE PROGRAM

In cases where a student is at risk for dismissal, the [PASPC](#) will meet to discuss and deliberate the student's situation unless the student has already decelerated, see [Deceleration Policy](#). A recommendation will be made to the Program Director. Students may be dismissed for the following reasons, including, but not limited to:

- A grade of F or NP in any course in the didactic phase of the Program.
- A semester GPA less than 3.00 while already on probation.
- A cumulative GPA of less than 3.00 at the end of the 4th semester.
- An NP grade on any two EORs, or Final SCP score while already on probation.
- An NP grade on three EOR exams.
- An NP grade on a second or subsequent repeat of an SCP in the clinical phase of the Program.
- Repeated or egregious violation of Program standards.
- Violations of the ODU Code of Student Conduct, SOM and SHP Expectations for Student Conduct Policy, Standards of Conduct for the Teacher-Learner Relationship, Technical Standards Monarch Citizenship through the Honor Code, Honor Pledge, and Monarch Creed, or Expectations for Health Professions Student Behavior Policy
- HIPAA or other confidentiality violations.

- Failure to comply with probationary [Academic Plan](#).

PROFESSIONAL STANDARDS

Students are expected to adhere to the professional standards described below. Any breach of the professional standards described in this section will result in a tiered approach of reconciliation described in Professional Deficiencies.

TECHNICAL STANDARDS

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

Students will be required to demonstrate full compliance with the technical standards to the degree students attested to at matriculation. If the student has or believes they have a disability for which they would like to request accommodation, the student must self-disclose to the Student Disability Officer as soon as possible. For details on the process see [EVMS Student Disability Services](#)

OBSERVATION SKILLS

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

Indicators include but are not limited to the following examples:

- Accurate observation and participation in the lecture hall, laboratory, and clinic with patients at a distance and close at hand including non-verbal and verbal signals.
- Accurate identification of changes in color of fluids, skin, and diagnostic media examinations.

- Accurate visualization and discrimination of text, numbers, patterns, graphic illustrations, and findings on X-ray and other imaging tests.

COMMUNICATION SKILLS

Demonstrate effective verbal & non-verbal communication skills with other students, faculty, patients, and healthcare providers from different social & cultural backgrounds, varying degrees and types of infirmities, and varying cultures, and personalities.

Indicators include but are not limited to the following examples:

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

CRITICAL REASONING SKILLS

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

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

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

MOTOR AND SENSORY FUNCTION

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

Indicators include, but are not limited to, the following examples:

- Functional and sufficient sensory capacity (visual, auditory, and tactile) to adequately perform a complete physical examination and elicit information gained from proper use of examination tools and maneuvers (inspection, palpation, percussion, and auscultation).
- Execute fine and gross motor movements with sufficient coordination, postural control, equilibrium, and hand-eye coordination to safely participate in laboratory sessions, use standard medical/surgical instruments, assess patients, provide patient care, and participate in basic diagnostic and therapeutic maneuvers and procedures.
- Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, laboratories, and clinical settings, including appropriate negotiation of self and patients in various patient care environments).
- Accurately discern and evaluate various components of the spoken voice (pitch, intensity, and timbre), percussive notes, and auscultatory findings.
- 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.
- Coordination of motor skills necessary to respond to emergencies quickly and appropriately.

BEHAVIORAL AND SOCIAL ATTRIBUTES

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

Indicators include, but are not limited to, the following examples:

- Possess personal qualities that facilitate effective therapeutic interactions (e.g., compassion, empathy, integrity, honesty, benevolence, confidentiality).
- Possess the emotional health required for full utilization of mental faculties (including judgment, orientation, affect, and cognition).

- Ability to establish rapport and develop mature and effective professional relationships with faculty, patients, the public, and other members of the health care team.
- Demonstrate impartial motives, attitudes and values in roles, functions, and relationships. Communicate and care for, in a non-judgmental way, persons who differ from oneself and one's beliefs in a variety of ways, including but not limited to gender, age, race, ethnicity, socio-economic status, culture, creed, military status, sexual orientation and identity, and religious or spiritual beliefs.
- Ability to monitor and react appropriately to one's own emotional needs and responses.
- Display appropriate flexibility, adaptability, composure, and emotional stability during periods of high stress or uncertainty associated with didactic and clinical encounters and environments.
- Ability to accurately follow oral and written directions with prompt completion of all responsibilities in the classroom and clinical setting.
- Compliance with standards, policies and practices set forth in the Program Handbook.

EVMS must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a physician assistant and cannot compromise the health and safety of other students or patients. Physician Assistant applicants must be prepared to meet the technical standards, with or without reasonable accommodation, in order to complete the Program and indicate possession of such ability prior to their matriculation into the Program. The students must meet these standards for enrollment, continuation, promotion, and graduation from the 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: 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 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 based on 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.

PROFESSIONAL PRINCIPLES

Students are expected to comply with all institutional policies at all times, including but not limited to the [SOM and SHP Expectations for Student Conduct](#), [ODU Code of Student Conduct](#) and [Program Technical Standards](#). The full list of Institutional Policies can be found [here](#). Disciplinary actions related to professionalism are described in [Professional Deficiencies](#).

The goal of the Program is to mentor students in the development of their professional identity. It is essential to remain composed and professional in the face of emergent or emotionally charged circumstances, as these will undoubtedly occur during PA education and training and in future practice as a PA. Student responses to stresses associated with rigorous graduate-level coursework can mirror how practicing PAs respond to stresses associated with being a healthcare provider.

PAs must know their professional and personal limitations; as such students are expected the same. They must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Students must conduct themselves in a highly professional manner consistent with the patient care responsibilities with which they will be entrusted during their training in the Program. Professionalism comprises those attributes and behaviors that serve to maintain patient interests above clinician self-interest. It involves relationship and interactions with patients and families as well as all those involved in medical education and the delivery of patient care including PAs, physicians, other health professionals, students, and administrators. They are expected to adhere to the following behaviors and characteristics in all didactic and clinical settings. Failure to do so will result in disciplinary action described in Professional Deficiencies.

PERFORMANCE SELF-EVALUATION

Students are expected to continually reflect on their performance and evaluate their learning strategies to develop a process that supports success and lifelong learning. This process is referred to as Performance Self-Evaluation (PSE) and the Program will provide guidance on reflection and self-evaluation throughout the curriculum. Faculty mentors will refer to this process throughout your education. Students undertake the first step in this process by completing the self-reflection assignment and are expected to continue reflection by completing mid-semester self-evaluations each didactic semester and as needed through the clinical phase of the program.

ALTRUISM

Altruism is the selfless regard for and devotion to the welfare of others and is a key element of professionalism. Self-interest should not interfere with the care of one's patients and their families.

RESPECT

Students are expected to treat all faculty, staff, clinical preceptors, patients, and fellow students with dignity and respect as well as demonstrate sensitivity to and appreciation of diversity. Conflicts should be resolved in a diplomatic and reasonable manner.

HONESTY AND INTEGRITY

Honesty and integrity are the consistent regard for the highest standards of behavior and the refusal to violate one's personal and professional codes. They imply fairness, truthfulness, adherence to commitments, and being forthright when interacting with others through communication (email, written or oral), presentations, and all other interactions. Students are also expected to adhere to policies, procedures, and standards at each scheduled clinical site during the clinical phase of the program.

FLEXIBILITY

The Program provides instruction from practicing clinicians with unpredictable schedules. At times lectures or clinical rotations may need to be adjusted with short notice. We ask students to be flexible and tolerant of change in all circumstances. We believe this quality exemplifies an exceptional clinician as medicine and patients continually change, and it is our duty as professionals to learn to adapt and remain flexible.

RESPONSIBILITY

Students are expected to behave in a responsible, reliable and dependable manner. Students must project a professional image in manner, dress, grooming, speech and interpersonal relationships that are consistent with being a medical professional. Personal limitations and biases should be recognized and self-corrected. Success in the Program requires certain behavioral attributes including empathy, discipline, teamwork, self-directed learning, reflection, and the ability to address a crisis in a composed manner.

EXCELLENCE

Excellence is described by a conscientious effort to exceed ordinary expectations and make a commitment to lifelong learning. Commitment to excellence is an acknowledged goal for all PAs. A key to excellence is the pursuit of and commitment to providing the highest quality of health care through lifelong learning. Students must seek to learn from

errors and aspire to excellence through self-evaluation and acceptance of critiques from fellow classmates, faculty, preceptors, and others.

ACADEMIC INTEGRITY

COPYRIGHT, FAIR USE, & EDUCATIONAL MATERIALS

Printed matter, videos and other electronic materials to include PowerPoint presentations viewed on Blackboard or in the classroom as well as exam and assessment content are copyrighted materials owned by the author(s) and/or EVMS. These materials are never to be copied or transferred electronically outside of the Program or EVMS for any reason without the written permission of the author. Doing so risks violation of US copyright laws with resulting legal action or other reasonable sanctions from the Program or EVMS.

PLAGIARISM

Students are expected to do their own work. Turning in an assignment that is believed to be another person's work will be considered an [SOM and SHP Expectations for Student Conduct](#) violation. The student will be referred to the SOM and SHP Student Affairs. Faculty members may utilize online resources, like *Turnitin*, to evaluate writing assignments for evidence of improper use of another's words or ideas.

CONFIDENTIALITY

Students will respect patient confidentiality at all times. Patient information is to be discussed only in the context of professional interaction with health care providers at clinical sites. Failure to protect confidentiality may result in dismissal from the Program. Students will omit identifying personal patient information on patient logs or case presentations.

ASSESSMENTS AND WRITTEN ASSIGNMENTS

Students are expected to complete their own work except when authorized by the course director to work in pairs or groups. Sharing knowledge of assessment information will not be tolerated. The following constitutes an [SOM and SHP Expectations for Student Conduct](#) violation:

- A student obtaining unauthorized information about patient scenarios or assessment content in advance of their own test.
- Any student sharing information about scenarios or assessment content prior to another student's examination or turning in their assignments.

STANDARDS OF CONDUCT

COMMUNICATION WITH PROGRAM

The Program will utilize EVMS e-mail and Exxat Prism as mechanisms for expedient communication with students. Students must check their EVMS email and Exxat Prism accounts daily and respond to program communication within 24 business hours. Students are not permitted to send or respond to emails during classes or labs. EVMS policy forbids Program communication through student's personal email accounts. Therefore, students must maintain EVMS email access and provide a current phone number in Exxat Prism. The Program must be updated of any change to this contact information as soon as possible. Noncompliance is subject to disciplinary actions that follow the tiered approach in Professional Deficiencies.

RECORDING DEVICES

Recorders and recording capable devices (cellphones, laptop, etc.) may only be used in a very transparent manner by being visible to those being recorded if permitted. Students may not record synchronous online, on-campus class sessions or meetings with faculty, staff, or other students without expressed permission. Any recordings without the permission of all parties is considered a violation of the SOM and SHP Expectations for Student Conduct Policy and a breach of professionalism subject to disciplinary action described in Professional Deficiencies.

Recordings of scheduled lectures are provided by EVMS to be used by students in their education and learning. Guest speakers have the right to request their lectures not be recorded. If so requested, students may not record the lecture in any format (audio, video, photograph or otherwise).

INTERACTIONS WITH GUEST SPEAKERS

Guest speakers provide their time and expertise to enhance the education we offer. It is unprofessional to approach them with personal or family related medical questions. Giving advice without a patient-provider relationship is inappropriate and unsound. Students must also refrain from approaching speakers to request a clinical rotation. The program clinical year team coordinates all rotation requests. Frequently being approached by students may deter speakers from returning. If this behavior occurs and is observed by a faculty member, disciplinary actions will follow the tiered approach described in Professional Deficiencies.

ATTENDANCE POLICIES

ATTENDANCE RATIONALE

To facilitate and maximize learning opportunities, attendance at all scheduled didactic and clinical sessions in the Program is expected. Students have a personal responsibility to take advantage of the learning opportunities available to them and a professional responsibility to be present and actively involved in all academic and clinical activities. Attendance and timeliness while enrolled in the Program is viewed as an indicator of the student's future attendance and timeliness as a clinician.

Throughout the clinical phase of the Program, students are expected to be present a minimum of 40 hours per week at each assigned site unless otherwise stipulated by the preceptor or Clinical Director. Students are able to utilize the allowable absences during the clinical phase. However, students may not use anticipated absences for the first day of the rotation. Students should attempt to integrate themselves into the team or practice to which they are assigned. Certain sites will require extended hours due to the nature of the practice. Students are expected to be present day, night, and weekend hours as required by the preceptor.

Attendance is monitored by badge swipe for on-campus events. Preceptors and timesheets in Exxat Prism track attendance during clinical rotations. Students are expected to adhere to the following:

- Students must have their badge on their person at all times.
- For all on-campus classes and events, students are required to badge in no more than 15 minutes prior to the scheduled start of the class or event.
- Students are responsible for monitoring their own attendance through Blackboard for didactic courses and on-campus events in the clinical courses.
- For MPA 5061 Clinical Anatomy for Health Professions – Students must badge in for both lecture and lab in order to avoid an absence being recorded for attendance. Nonattendance and failure to badge in for either lecture, lab or both will be recorded as one (1) attendance occurrence.
- Students must submit a time off form in Exxat Prism as soon as possible on the day of any attendance occurrences. Noncompliance is subject to documentation of a professionalism incident in a student file and disciplinary actions that follow the tiered approach in Professional Deficiencies.

The Program acknowledges situations may arise requiring an absence due to emergencies or unforeseen circumstances. Therefore, the Program has developed a policy and

provided a buffer of six (6) attendance occurrences per semester to accommodate the circumstances outlined below. Attendance Occurrences are not tracked in a punitive matter.

Program leadership reviews an attendance record when a student accrues six (6) attendance occurrences in a semester. The Program must ensure all students are meeting the Technical Standards and PA Competencies. Following an attendance record review, students are subject to disciplinary actions following the tiered approach in [Professional Deficiencies](#) if students have not followed the procedures for notifying the program of attendance occurrences. Providing reasonable explanations for attendance occurrences are given, there are no punitive measures taken. When there is concern with absences, the student's mentor will be notified and the mentor will schedule a meeting with the student. If referred to the PA Student Progress Committee (PA SPC), the Committee will review all submitted time off forms and documentation. Refer to [Student Progress Committee](#) for details.

UNRECORDED BADGE SCAN

An attendance occurrence is recorded for students who forget their badge, forget to badge in, or have a missed badge swipe for a class or event on campus. A time off form in Exxat Prism must be submitted stating the reason for the attendance occurrence as soon as possible from the day of the unrecorded badge scan.

LATE ARRIVAL

An attendance occurrence is recorded for students who arrive late to any class, event, or exam. Students must badge in when they arrive. A time off form in Exxat Prism must be submitted as soon as possible on the day of the late arrival for a class, exam, event, or clinic day.

ABSENCES

An absence is defined as nonattendance for a portion of a clinic day, class, exam or event. The following gives examples of recorded absences. If a student does not attend a morning class and an afternoon class on the same day, this is considered two absences. If a student does not attend the morning class only or an exam, and attends the afternoon class this is considered one absence. The same policy will apply to the clinical phase. If a student does not attend a full clinic day, that is considered two absences. If a student attends a partial clinic day, that is considered one absence.

- In the event of an anticipated absence or late arrival, both didactic and clinical students must fill out a time off form in Exxat Prism at least 2 weeks in advance or as soon as the student is aware. This policy applies to all classroom activities, exams and

rotation days. An anticipated absence is not permitted during the clinical year for the MPA 5465 and MPA 5900 courses, on the first day of rotations and exam days.

- In the event of an unanticipated absence or late arrival, both didactic and clinical students must fill out a time off form in Exxat Prism as soon as possible on the day of the absence or late arrival. This policy applies to all classroom activities, exams, and rotation days.
- In the event of a preceptor absence, preceptor schedule change or site adjustments, clinical students must submit a time off form in Exxat Prism and notify the clinical coordinators or Clinical Director for purposes of establishing make-up time and/or assignments. The placement and timing of make-up days will be at the discretion of the Clinical Director and based upon the amount of missed time. This may result in an extension of the SCP, delayed graduation, or repeating the rotation in its entirety.
- If there is an exam on the day of an absence or late arrival to an exam, the following applies:
 - In addition to submission of a time off form in Exxat Prism, contact, by email, the PA Program Office Coordinator, Program Administrator, Course Director and Academic Director or Clinical Director as soon as possible.
 - The EVMS Testing Center monitors attendance and notifies the Program office of all late arrivals and absences according to their policies and procedures. For late arrivals, a professionalism incident is recorded in a student file, and students are subject to disciplinary actions that follow the tiered approach in Professional Deficiencies. Students unable to take an exam due to a late arrival are subject to the policy under [Grades for Rescheduled Examinations](#).
 - Exams are not rescheduled prior to the originally scheduled exam for anticipated absences.
 - The Academic Director or Clinical Director will coordinate the time and location of the rescheduled exam. This privilege must not be used to extend study times for exams and is a confidential process.
 - Students must be prepared to take the rescheduled exam on the reported return date and closely monitor their email for instructions regarding the rescheduled exam. Due to the constraints of the testing center schedule, it may be necessary to reschedule an exam on the same day of an originally scheduled

exam or have two rescheduled exams on the same day. A 10-minute break is provided in between the exams.

- See Examination Reschedules for complete details regarding rescheduled exams.

If there is graded classwork or other testing on the day of an absence, students must coordinate with course directors regarding make-up work.

Students absent three or more consecutive days will be required to attach documentation to the time off form in Exxat Prism. Clinical students must discuss the missed days with the Clinical Director and may be required to make up time at the discretion of the Clinical Director.

FRAUDULENT BADGING

Students are expected to attend class in its entirety once they have badged into class. Depending upon the context, fraudulent badging is a breach of professionalism or an [SOM and SHP Expectations for Student Conduct](#) violation. The following are examples of breaches of professionalism related to fraudulent badging and are subject to disciplinary action following the tiered approach in Professional Deficiencies. This is not an inclusive list.

- A student scans their badge during the specified timeframe yet does not enter the classroom until after the class start time.
- A student scans their badge during the specified timeframe yet leaves early without submitting a time off form.

The following scenarios are [SOM and SHP Expectations for Student Conduct](#) violations and will be reported to the SOM and SHP Student Affairs.

- A student scans their badge during the specified timeframe and does not attend class.
- A student possesses another student's ID badge and badges in for that student.
- A student documents attendance via timesheets in the clinical phase yet does not attend clinic.

LEAVE OF ABSENCE

Prolonged or repeated absences may make it difficult to satisfactorily continue in the Program. More information about the SOM and SHP Leave of Absence Policy can be found [here](#).

HOLIDAYS/TIME OFF

Students in the clinical phase of the Program will abide by the SCP calendar rather than the School of Health Professions (SHP) academic calendars. Students are expected to be present at the assigned site on all additional holidays, provided the site is operational. There are built in breaks to allow for medical appointments, personal time off, and interviews.

INTERVIEWING/SHADOWING

All interviews and shadowing should be scheduled during semester breaks to avoid disruption of SCPs.

Students will not be permitted to act as an EVMS student during the interview process or during shadowing experiences. Time spent in a shadowing experience must be volunteered during a student's personal time only. Students are not covered under EVMS liability insurance or authorized to participate in a clinical capacity during interviews or shadowing.

INCLEMENT WEATHER

In general, EVMS will alert students to the impact of weather on the academic schedule through local television and radio stations, the RAVE alert system, and postings on the EVMS web site. Refer to the [Institutional Handbook](#) for specifics.

Clinical phase students should follow the policy of the clinical site. However, students who feel unsafe traveling to a site that is open should consider safety first. The Program will support any decision to not attend a clinical day because of safety and traveling concerns. No student should endanger themselves trying to get to class if the conditions in their area prove unsafe. In this case, notify the site and preceptor as soon as possible and follow the procedures listed in Attendance Policies.

USE OF PRECEPTORS/FACULTY AS HEALTH CARE PROVIDERS

At no time during the Program should a student be utilizing faculty or preceptor as their health care provider. Students should notify the Program if they have been assigned a preceptor who provides them ongoing medical care.

PRECEPTOR SUPERVISION

Although the supervising preceptor may not be with the student during every shift, students may be assigned to another MD, DO, PA or NP whom will serve as the preceptor for any given time interval. In the case where supervision is not available, students may be instructed to complete an assignment or may spend time with ancillary staff (radiology, laboratory services, physical therapy, etc.). Appropriate preceptor supervision of the PA

student is expected at all times during the clinical experience. This should include providing direct supervision of technical skills with gradually decreased supervision as the student exhibits increased level of expertise. However, every patient must be seen, and every procedure evaluated by the preceptor prior to patient being discharged. The student will not be allowed to examine, treat or discharge a patient without the patient having also been evaluated by the preceptor. On each rotation, it is the student's responsibility to ensure that the supervising physician evaluates all the student's patients.

DOCUMENTATION

Students will confer with the preceptor regarding general practice of chart entries and/or dictation procedures of the clinical site. Students must receive permission from the preceptor prior to accessing or making written entries into the patient records. Student entries in records must include status such as Student Name, PA-S (Student) and must be countersigned by the preceptor. The student is responsible for notifying preceptors of the requirement described here with questions being directed to the Program immediately.

CMS no longer requires that clinicians serving as preceptors re-perform student-provided documentation. As of January 1, 2020, preceptors can verify by signing and dating student documentation. There are no restrictions on the verification of student-provided documentation based on the profession (i.e. preceptor does not have to be a PA to verify the documentation of a PA student). See details here:

<https://paeaonline.org/resources/public-resources/paea-news/cms-finalizes-student-documentation-proposal>

Students may transmit prescribing information for the preceptor, but the preceptor must sign all prescriptions. More specifically, the student's name should not appear on the prescription. For sites that use electronic prescriptions, the preceptor must log into the system under his or her own password and personally sign and send the electronic prescription. These guidelines must not be violated by the student or the preceptor.

CELL PHONES

Cell phones must be off or on vibrate mode during class and lab. Students with repeated occurrences of a cell phone ringing during class or lab are subject to disciplinary actions that follow the tiered approach in Professional Deficiencies. Personal phone calls, texting, emailing, etc. are not allowed.

Use of cell phones or other personal electronic devices are to be used strictly for medical references or patient logging during SCPs, but only with the expressed permission by the preceptor.

Food

Food and drinks are not permitted at any time during labs. Eating a full meal in the context of an ongoing class is unprofessional and will not be tolerated. The only times that food is allowed in the classroom is when the Program provides food for a function or celebration. Otherwise, you may not eat in the classroom or during virtual class sessions. You may bring small snacks to consume at the breaks or discreetly during an extended class period. Liquids (coffee, tea, soda, or water) are allowed provided they are in a spill proof or resistant container. When the classroom is available before or after scheduled classes, you may utilize the classroom to eat. Please be courteous and clean up.

EVALUATIONS

Throughout the Program, modular and cumulative final evaluations are performed to measure student's competence and identify areas of weakness. All faculty are involved in continually evaluating student professionalism. Generally, a student's academic success in the Program courses is determined by participation, computer-based examinations, written assignments, oral presentations, hands-on skills, and standardized patient encounters.

During the clinical phase, students are evaluated on their knowledge, clinical skills and overall competence to practice as a PA using preceptor evaluations, EOR exams, and other assignments. See clinical phase syllabi for details on grading elements.

Additionally, each student reviews a professionalism self-evaluation checklist each semester throughout the didactic phase as well as being monitored by the faculty throughout the Program. Any breach of professionalism is subject to disciplinary action following the tiered approach described in Professional Deficiencies

STUDENT PARTICIPATION IN THE EVALUATION OF THE PROGRAM

The Program is committed to delivering a curriculum that will prepare the student to deliver optimal health care in an ever-changing environment. In our commitment to the process of continuous quality improvement, students are involved in course evaluations, supervised clinical practice evaluations, and faculty evaluations at the closure of each course or semester. The evaluation process is a part of every continuing medical

education course in which a practitioner participates to maintain their Physician Assistant license. As such, completion of evaluations is a professional standard and expectation.

Students are required to complete these evaluations for all courses throughout the Program.

Students in the didactic phase of the Program must complete all evaluations by the due date. Failure to do so will result in documentation of a professionalism incident with students subject to disciplinary action following the tiered approach described in Professional Deficiencies .

Students in the clinical phase of the Program must complete all evaluations by the deadlines outlined in the clinical year syllabus. Students must complete these evaluations before starting the next SCP.

At the conclusion of the Program and graduation, students evaluate the curriculum through an anonymous survey. Alumni of the Program are also surveyed to determine readiness for practice and preparedness for employment.

PROFESSIONALISM IN COMPLETING EVALUATIONS

Students are expected to complete all evaluations assigned throughout the Program. Failure to complete required evaluations may result a professionalism incident in a student's internal PA program file or in a meeting with the faculty mentor or Associate Director. Noncompliance is subject to disciplinary actions that follow the tiered approach in Professional Deficiencies. Required evaluations include:

- Evaluation of courses
- Evaluation of faculty
- Student Evaluations of Clinical Sites and Preceptors

Comments provided in evaluations should be constructive and respectful. Evaluations of courses and faculty are anonymous to faculty. Student evaluations of clinical sites and preceptors are anonymous to preceptors, but are identifiable to the program. However, if written comments violate the SOM and SHP Expectations for Student Conduct Policy the evaluation may be subject to investigation.

STUDENT RIGHTS

LEARNING ENVIRONMENT

The program is committed to providing a professional, safe, and positive environment for learning and training. The learning environment at EVMS allows for students to pursue their education in a humane and respectful atmosphere with a sense of belonging.

Students who have a concern about a fellow student, faculty, or preceptor may address their concerns directly with the individual if they feel comfortable doing so. If the concern is not resolved, the student may bring that concern following a tiered approach first to the attention of the Course Director. If resolution is not attained, the concern may escalate next to the Academic or Clinical Director and finally to the Program Director, if needed.

Additionally, unprofessional behaviors and student mistreatment by fellow students, faculty, preceptors, and staff are destructive of EVMS' fundamental principles and will not be tolerated.

EVMS defines mistreatment as behavior that shows disrespect for learners and interferes with their respective learning process. Detailed information regarding student mistreatment is provided in the Institutional Student Handbook which includes details on mistreatment as well as how to report concerns as outlined in the [Professional Learning Environment Policy](#).

Students are encouraged to report incidents of mistreatment in accordance with the Student Complaint Process through the following means:

- Program course or rotation evaluation forms
- Personal contact with a member of Student Affairs
- [Concerns in the Learning Environment Reporting Form](#) this form is sent automatically to Student Affairs. See QR code on your student ID badge or through the link here.
- EVMS Ethics and Compliance Hotline 1.800.461.9330

DISABILITY AND ACCOMMODATION

EVMS provides reasonable accommodations to qualified students with a documented disability. The student must self-identify with the Office of Student Disability Services as having a disability to begin the accommodation process. It is in the best interest of the student to begin the accommodation process as soon as you are aware that you may need them, as accommodations are not retroactive. All students must be able to fulfill the

academic and technical standards of their academic Program with or without reasonable accommodations; however, accommodations are made available to aid in fulfilling those standards, not to waive them. If you have, or believe you have, a disability for which you wish to request accommodations under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, you must contact the EVMS Disability Officer (StudentDisability@evms.edu). For more information about the disability accommodations process, please visit: [Disability Guide for Students](#) or the [Student Disability Services](#) website. (Note: you will need to sign into EVMS myPortal to view).

REQUESTING AN ACCOMMODATION

If you need course or evaluation accommodations due to a documented disability, please consult the EVMS Disability Officer and complete the application found in the link below. The application must be accompanied by the requested documentation. The Disability Officer will define the appropriate accommodations and facilitate confidential instructions to course and/or Program directors regarding the expectations. More information can be found in the [Disability Guide for Students](#)

Revealing a disability is voluntary; however, such disclosure to the disability officer and disability committee is necessary before any accommodations are made in the learning environment or in the Program's procedures. Information regarding disabilities is handled in a confidential manner. The disability officer will not reveal a specific disability to the Program. They merely identify the necessary accommodation(s).

ACCOMMODATIONS FOR EXAMINATIONS

Students with an approved accommodation for exams from the EVMS Disability Officer will follow the guidelines outlined in the accommodation as guided by the Institutional Student Handbook. Students who receive approved accommodations from the EVMS Disability Officer must provide the faculty letter to the Program Director via email at least 3 days prior to the next exam for accommodation procedures to be implemented. Exams will be proctored at the Testing Center with the approved accommodations fulfilled as determined in the letter. Students are expected to remain flexible and plan accordingly for adjustments in exam start and end times. Exams may begin as early as 6am or end in the evening depending on Testing Center capacity and scheduling.

GRADE APPEAL

Students may appeal a course grade element or final course grade by submitting a written request to the Course Director within ten (10) business days of the grade posting. The appeal must include the reasons for the appeal and actions the student requests. The

Course Director must then respond to the student in writing within ten (10) business days with a decision. If the issue is not satisfactorily resolved, the student may appeal the decision in writing to the Academic or Clinical Director and then subsequently Program Director within ten (10) business days of the Course Director's response stating the reason for the appeal and actions the student requests. If there is no appeal within ten (10) business days after a response from the Academic or Clinical Director and Program Director, the grievance is considered resolved. 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 ten (10) business days of the report of a decision by the Program Director. The Dean's decision will be final. For further details on the grade appeal process, see the [EVMS School of Health Professions Handbook](#).

GRIEVANCE

Students have the right to due process involving grievances for probation or any such determination of action by the PA SPC.

The student should discuss the grievance with the 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 ten (10) business days of the student's notification of the Program Director's decision. Additional details of this policy can be found in the [EVMS School of Health Professions Handbook](#)

GENERAL GUIDELINES

INSTITUTION & PROGRAM ORIENTATION

The Program sponsors a mandatory professional orientation for matriculating students before the first day of class in Semester 1 (January). Orientation activities will include, but not be limited to:

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

IDENTIFICATION

All students are required to wear an ID badge provided by the school. For security reasons, ID badge is required to be worn and visible while on campus at all times. Clinical affiliation sites may require additional identification and nametags to be worn. ID badges will be provided at the Institutional Orientation during the first week of the Program.

Students will wear identification pins and/or badges bearing their name, EVMS, and “Physician Assistant Student” spelled out on their short white lab coat. The nametag should be worn over the breast pocket. Example:

Eastern Virginia Medical School
Last Name, First Name
Physician Assistant Student

Students must identify themselves to other providers and patients as a PA student with sufficient clarity to ensure understanding of others. Students are not permitted to identify themselves as PA students while employed or volunteering in situations not associated with the Program or institution.

Students who lose or misplace their ID are required to obtain a new one through Human Resources as soon as possible and notify the Program as outlined in Attendance Policies. Students without an ID must check in with the security desk to access campus buildings.

ATTIRE

CLASSROOM

Students may be dressed comfortably in the classroom according to seasonal norms. Refrain from cutoffs, torn clothing, workout clothing, revealing clothing, or clothing with images, drawings, or sayings of a controversial or suggestive nature. Clean scrubs may only be worn on days of scheduled labs. The Program Director may request clinical attire for special occasions as deemed appropriate.

CLINICAL

Students will follow the dress code in accordance with the SCSIL policies for all SCSIL practice and testing simulated sessions during the didactic phase and clinical rotation experiences. For all other occasions where clinical attire is required course directors will specify.

During the clinical phase, students will comply with established dress code policies for SCPs and host institution. Professional attire for men and women includes collared shirts, blouses, sweaters, slacks, appropriate length skirts or dresses. Students should exhibit discretion when choosing professional wardrobe, avoid cropped tank tops, low-neck lines, and form fitting apparel. Closed toe shoes are required. Neat grooming is expected, and lab coats must be clean and in good repair. Blue jeans, tee shirts, flip flops, canvas or nylon shoes are not allowed. Scrubs are allowed only in some emergency departments, select inpatient, and surgical settings and only after inquiring regarding the expectations of the rotation. Short white lab coats are mandatory for clinical education sites unless otherwise specified by the preceptor. Proper identification is required to be worn at all sites.

LABORATORY

Students may choose to purchase a white jacket to be worn only during their anatomy laboratory or clinical skills laboratory experiences. No open-toed shoes are acceptable in the lab. Rules will be established by the Course Director for appropriate attire and personal protective equipment in the lab.

Note: Course directors, core faculty, and preceptors reserve the right to question attire choices that may seem inappropriate. A student may be refused participation in clinical or didactic setting when attire is clearly inappropriate.

DROP/ADD COURSE POLICY AND PROCEDURE

Dropping a course or courses would effectively lead to withdrawal from the Program; the PA SPC and Program Director will determine the possibility of return to the Program.

Adding a course or courses can only be done with the written permission of the Program Director. Permission to add courses from another Program is unlikely as the course of study in the Program is quite rigorous.

WITHDRAWAL

The PA Program follows the same Withdrawal policy as outline in the [School of Health Professions Policies and Procedures](#).

TRANSPORTATION

In order to provide students with adequate exposure to various facets of medicine and required clinical experiences, travel beyond the immediate campus and Hampton Roads area is required. Students are not guaranteed clinical rotations in close proximity to their home and are thus required to have access to a private, reliable means of transportation throughout the Program specifically during the clinical phase. There is very limited public transportation within the Hampton Roads area. Students are responsible for transportation to and from all clinical sites regardless of location. In addition, each student is responsible for all transportation expenses incurred while rotating at a clinical site including but not limited to parking, gas, tolls, food, and other incidentals.

EMPLOYMENT

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

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

- Students should keep in mind that while they may be able to work during the didactic phase, variable schedules and travel associated with clinical placements during the clinical phase may make this difficult.
- Students who choose to work are encouraged to make this known to their faculty mentor.
- Clinical rotation hours or schedules will not be altered to conform to personal job schedule or requirements. The clinical education must remain the student's primary responsibility when balancing work and school.
- Students may not be employed by the program and may not function as staff or faculty while in the program.

TECHNOLOGY POLICIES

COMPUTER REQUIREMENTS

Requirements for a Wi-Fi capable laptop are updated annually and can be accessed here: [Computer Standards for Students](#). 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.

For incoming students to take advantage of the ever-changing technology, requirements will be revised, as appropriate, each year. The current technology requirements are posted on the Program web site, provided at admissions interviews, and again when admission offers are made.

Each incoming student will need to have a personal laptop computer capable of running the necessary software and applications used in our curriculum. The standards are the minimum necessary for a student to successfully participate in the curriculum during the 28-month Program. Students are also required to have access to their computer while in class.

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

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

E-MAIL ACCOUNTS

All students will be assigned an EVMS e-mail account prior to matriculation in the 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. EVMS policy forbids Program communication through student's personal email accounts. The Program will not respond to any emails sent through a student's personal email account.

SOCIAL MEDIA POLICY

With an ever-changing world of communication and instant access, professionalism dictates a certain level of decorum and restraint. Students who communicate with others through social networks, blogs, or online postings of any digital content such as photo, video, or otherwise should refer to the EVMS Social Media Policy located on the MyEVMS Portal for guidance regarding expected appropriate behavior related to social media use. EVMS students represent the school both directly and indirectly and there is certain

inherent risk in the use of social media that may impact their future career, the reputation of EVMS, the Program and its faculty, staff, and students.

LIABILITY INSURANCE

EVMS provides professional liability insurance for all students while enrolled in a course involving patient contact. There is no additional fee for the student during the clinical phase. Students are required to notify the Program immediately of any potential liability issues that arise during the course of clinical rotations.

OCCUPATIONAL HEALTH POLICIES

Occupational Health provides services that promote a safe and healthy environment. Occupational Health in coordination with Student Health provide tuberculosis surveillance, vaccinations, and management of blood and body fluid exposures. The policies and procedures can be found here through EVMS Occupational Health at 757.446.5870 and EVMS Student Health Line at 757.446.5700.

PROFESSIONAL PRACTICE INFORMATION

CORE COMPETENCIES FOR NEW PA GRADUATES

Source : PAEA

Competencies for New Physician Assistant Graduates

PATIENT-CENTERED PRACTICE KNOWLEDGE

Competent graduates will continually refine and revise their knowledge base to ensure they remain abreast of current scientific evidence and best practices in patient care. Demonstrating the ability to continually assess one's level of medical knowledge and constantly strive to augment it is essential for lifelong learning and delivering quality, patient-centered care. Graduates must demonstrate the ability to listen to and understand patients' beliefs and attitudes toward health and health care. Competent graduates understand that their relationship with patients can be affected by differences in power, privilege, and the inequities embedded therein, and they work to ensure that patients are viewed as partners in health. Competent practitioners must be able to develop the professional relationships with their patients that will ensure patient-focused decision-making. The competent graduate will be able to access and integrate pertinent information from both the best scientific evidence and their clinical expertise and apply it to the care of the patient in a way that respects the individual needs, desires, care preferences, and values of the patient. In this way, PAs use an evidence-based approach

to shared medical decision-making. Developing not only critical thinking and clinical reasoning skills but also critical consciousness is essential for graduates.

SOCIETY AND POPULATION HEALTH

Competent graduates will understand how the communities in which they live and work affect individual patients. They will also be able to demonstrate an understanding of how their patients contribute to the health of the community and society. By understanding the community, environmental, genetic, and other influences on the health of a community, graduates will be able to accept the responsibility for the betterment of the patient populations they serve. Competent graduates must be aware of their own biases and work intentionally to recognize that their ego and ethnocentric beliefs and norms can influence patient care. They will understand how civic responsibility, patient advocacy, service to the community, diversity of the workforce, and improving the health of underserved populations factor into patient care.

HEALTH LITERACY AND COMMUNICATION

Competent PA graduates will also use a variety of techniques to determine patients' capacities for understanding their health and the systems that serve them. For example, new graduates must be able to incorporate an understanding of genetics and pathophysiology as well as the importance of environmental and societal influences on health. PA graduates must be emotionally intelligent and able to guide how best to communicate with patients, then adjust the content and style of their verbal communication for maximum clarity. Developing strategies to communicate effectively with patients will become increasingly important as demographics shift and reliance on technology continues to increase. Competent PA graduates will need to be able to establish rapport and communicate in meaningful ways with patients, regardless of the modality. In addition, competent PA graduates will need to be able to recognize and overcome linguistic and cultural barriers to effective communication, as well as understand different perspectives and expectations about health and how health care can impact health disparity.

INTERPROFESSIONAL COLLABORATIVE PRACTICE AND LEADERSHIP

Competent PA graduates will have a firm grasp of the roles of PAs and other team members and will demonstrate the ability to work effectively in teams, but not for this end unto itself. Rather, effective teamwork begins by ensuring that the goals of the patient remain the focus of the health care team. As patient advocates, PAs will have to assume a leadership role on a health care team, and they will also need to understand how to contribute to quality patient care by working with other health care professionals. PAs

who possess knowledge and skills in this domain will have the self- and team awareness to recognize limitations and rely on other members of the team to provide the highest level of patient care. Leadership in this context is demonstrated regardless of title or status and is determined by the needs of the patient above all else. Knowing when to lead and when to follow is essential and demonstrates one's ability to value the needs of the patient over self. The ability to determine how to demonstrate leadership requires PAs to be competent in self-awareness, communication, and interpersonal skills.

PROFESSIONAL AND LEGAL ASPECTS OF HEALTH CARE

Competent PA graduates will be able to articulate and adhere to standards of care and will possess knowledge of the laws and regulations that govern the delivery of health care in the United States. They will be able to demonstrate professional maturity by attending to the needs of the patient over self-interest. Competency in this domain requires graduates to use self-assessment and metacognitive skills, as well as exercise humility and compassion to provide patient-centered care regardless of the situation. This requires a level of maturity and professional identity that is demonstrated consistently, even in high-stress, ambiguous, and uncomfortable situations.

HEALTH CARE FINANCE AND SYSTEMS

Competent graduates will understand how the micro and macro systems of health care influence patient outcomes, and they will be able to increase their capacity to improve access to care and quality of care. This requires graduates to not only identify the barriers but to see the avenues to quality care. Competency in this domain requires an understanding of the economic factors that affect access to care, including how to deliver high quality care in a value-based system. Graduates must also demonstrate an understanding of their role and productivity limits and potential and how it influences the finances of their organizations.

CULTURAL HUMILITY

This requires an awareness of one's personal and professional beliefs, biases, attitudes, and actions that affect patient care and a commitment to ongoing professional development. Cultural humility requires listening to those from different backgrounds while also being aware of one's own thoughts and feelings about the culture of others. Cultural humility goes hand-in-hand with ongoing professional development because developing it is a lifelong project.

SELF-ASSESSMENT AND ONGOING PROFESSIONAL DEVELOPMENT

Competent graduates must demonstrate an awareness of their personal and professional limitations and develop plans and interventions for addressing gaps. This requires self-reflection, metacognition, continuous quality improvement, and recognition of the PA's potential impact for improving the health of individual patients, populations, and society. Competent graduates develop systems and strategies for determining their level of understanding and confidence in addressing patients' health needs. This ongoing, continual process requires discipline and self-control. Graduates must possess the ability to self-evaluate and make a commitment to refining their knowledge throughout their career as practitioners.

PHYSICIAN ASSISTANT OATH

Source: PAEA | PAEA Website

I pledge to perform the following duties with honesty, integrity, and dedication, remembering always that my primary responsibility is to the health, safety, welfare, and dignity of all human beings:

I recognize and promote the value of diversity and I will treat equally all persons who seek my care.

I will uphold the tenets of patient autonomy, beneficence, non-maleficence, justice, and the principle of informed consent.

I will hold in confidence the information shared with me in the course of practicing medicine, except where I am authorized to impart such knowledge.

I will be diligent in understanding both my personal capabilities and my limitations, striving always to improve my practice of medicine.

I will actively seek to expand my intellectual knowledge and skills, keeping abreast of advances in medical art and science.

I will work with other members of the health care team to assure compassionate and effective care of patients.

I will uphold and enhance community values and use the knowledge and experience acquired as a PA to contribute to an improved community.

I will respect my professional relationship with the physician and act always with the guidance and supervision provided by that physician, except where to do so would cause harm.

I recognize my duty to perpetuate knowledge within the profession.

These duties are pledged with sincerity and on my honor.

CODE OF ETHICS OF THE PHYSICIAN ASSISTANT PROFESSION

Source: AAPA | [AAPA Ethical Conduct](#)

PROFESSIONAL SOCIETIES

Joining professional organizations is critical in keeping well informed of the latest knowledge, practices, current issues and opportunities related to the PA profession, as well as for professional development. Students are required to obtain student memberships upon matriculation for the American Association of Physician Associates (AAPA) and the Virginia Academy of Physician Assistants (VAPA). Details for student membership is available on the organization websites.

AMERICAN ACADEMY OF PHYSICIAN ASSOCIATES (AAPA)

The American Academy of Physician Associates (AAPA) is the only national organization that represents Physician Assistants (PAs) in all specialties and all employment settings. Its membership also includes Physician Assistant students and supporters of the profession. (AAPA Website).

STUDENT ACADEMY OF THE AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS (SAAAPA)

Student Academy of the American Academy of Physician Assistants (SAAAPA) is the national organization for students enrolled in Physician Assistant Programs. The SAAAPA has an elected board and participates in many capacities including subcommittees within the AAPA. The SAAAPA can provide information on many topics including financial aid, survival tips, clinical pearls, hot topics, etc. (SAAAPA website | www.aapa.org/about/aapa-governance-leadership/student-academy/).

VIRGINIA ACADEMY OF PHYSICIAN ASSISTANTS (VAPA)

Physician Assistants in the Commonwealth of Virginia are represented by the Virginia Academy of Physician Assistants (VAPA). VAPA represents the concerns of Virginia PA's locally, statewide and nationally (VAPA Website).

APPENDIX A CURRICULUM

The tables below outline the curriculum for each cohort covered by this handbook.

CLASS OF 2025 CURRICULUM & SEQUENCE

PHASE I: DIDACTIC CURRICULUM (MPA 2024)

SEMESTER ONE

COURSE NUMBER	COURSE NAME	CREDITS
MPA 5003	Physiology and Pathophysiology	4
MPA 5061	Clinical Anatomy for Health Professions	5
MPA 5341	Legal and Ethical Issues in Medicine	2
MPA 5082	Introduction to the PA Profession	3
MPA 5342	Business of Medicine	1
MPA 5002	Introduction to Medical Diagnostics & Interventions	0.5
MPA 5800	Foundations of Interprofessional Practice	Awarded 2 nd semester
Total Semester Credits		15.5

SEMESTER TWO

COURSE NUMBER	COURSE NAME	CREDITS
MPA 5112	Clinical Pharmacology I	3
MPA 5005	Medical Diagnostics I	3
MPA 5134	Patient Counseling and Education	2
MPA 5162	Introduction to Clinical Medicine I	5
MPA 5091	Clinical Assessment and Reasoning I	3
MPA 5800	Foundations of Interprofessional Practice	0.5
Total Semester Credits		16.5

DIDACTIC CURRICULUM (CONT.) | MPA 2025

SEMESTER THREE

COURSE NUMBER	COURSE NAME	CREDITS
MPA 5213	Clinical Pharmacology II	3
MPA 5165	Medical Diagnostics II	3
MPA 5253	Intro to Epidemiology and Evidence Based Medicine	2
MPA 5263	Introduction to Clinical Medicine II	5
MPA 5193	Clinical Assessment and Reasoning II	4
MPA 5801	Practicum in Interprofessional Practice	Awarded 4 th semester
Total Semester Credits		17

SEMESTER FOUR

COURSE NUMBER	COURSE NAME	CREDITS
MPA 5295	Clinical Assessment and Reasoning III	5
MPA 5235	Medical Diagnostics III	2
MPA 5365	Clinical Pharmacology III	2
MPA 5364	Introduction to Clinical Medicine III	5
MPA 5142	Psychosocial Elements of Wellness	2
MPA 5801	Practicum in Interprofessional Practice	0.5
Total Semester Credits		16.5
Total Didactic Program Credits		65.5

*PHASE II: CLINICAL CURRICULUM (MPA 2025)***SEMESTER FIVE**

COURSE NUMBER	COURSE NAME	CREDITS
MPA 5465	Introduction to Clinical Practice	1
MPA 5705	Supervised Practice in Family Medicine (5 weeks)	3
MPA 5715	Supervised Practice in Pediatric Medicine (5 weeks)	3
MPA 5725	Supervised Practice in General Internal Medicine (5 weeks)	3

SEMESTER SIX

COURSE NUMBER	COURSE NAME	CREDITS
MPA 5735	Supervised Practice in Emergency Medicine (5 weeks)	3
MPA 5745	Supervised Practice in General Surgery (5 weeks)	3
MPA 5755	Supervised Practice in Women's Health (5 weeks)	3

SEMESTER SEVEN

COURSE NUMBER	COURSE NAME	CREDITS
MPA 5785	Supervised Practice in Psychiatry and Behavioral Health (5 weeks)	3
MPA 5790	Supervised Practice in Elective I (5 weeks) *	3
MPA 5795	Supervised Practice in Elective II (5 weeks) *	3
MPA 5900	Senior Seminar (throughout the clinical phase)	5
MPA 5802	Interprofessional Practice (semester 5, 6, & 7)	1
Total Clinical Program Credits		34

TOTAL PROGRAM CREDITS 99.5

*The sequencing of courses in the clinical phase varies from student to student.

CLASS OF 2026 CURRICULUM & SEQUENCE

PHASE I: DIDACTIC CURRICULUM (MPA 2026)

SEMESTER ONE

COURSE NUMBER	COURSE NAME	CREDITS
MPA 5003	Physiology and Pathophysiology	4
MPA 5061	Clinical Anatomy for Health Professions	5
MPA 5341	Legal and Ethical Issues in Medicine	2
MPA 5082	Introduction to the PA Profession	3
MPA 5342	Business of Medicine	1
MPA 5002	Introduction to Medical Diagnostics & Interventions	0.5
MPA 5800	Foundations of Interprofessional Practice	Awarded 2 nd semester
Total Semester Credits		15.5

SEMESTER TWO

COURSE NUMBER	COURSE NAME	CREDITS
MPA 5112	Clinical Pharmacology I	3
MPA 5005	Medical Diagnostics I	3
MPA 5134	Patient Counseling and Education	2
MPA 5162	Introduction to Clinical Medicine I	5
MPA 5091	Clinical Assessment and Reasoning I	3
MPA 5800	Foundations of Interprofessional Practice	0.5
Total Semester Credits		16.5

DIDACTIC CURRICULUM (CONT.) | MPA 2026

SEMESTER THREE

COURSE NUMBER	COURSE NAME	CREDITS
MPA 5213	Clinical Pharmacology II	3
MPA 5165	Medical Diagnostics II	3
MPA 5253	Intro to Epidemiology and Evidence Based Medicine	2
MPA 5263	Introduction to Clinical Medicine II	5
MPA 5193	Clinical Assessment and Reasoning II	4
MPA 5801	Practicum in Interprofessional Practice	Awarded 4 th semester
Total Semester Credits		17

SEMESTER FOUR

COURSE NUMBER	COURSE NAME	CREDITS
MPA 5295	Clinical Assessment and Reasoning III	5
MPA 5235	Medical Diagnostics III	2
MPA 5365	Clinical Pharmacology III	2
MPA 5364	Introduction to Clinical Medicine III	5
MPA 5142	Psychosocial Elements of Wellness	2
MPA 5801	Practicum in Interprofessional Practice	0.5
Total Semester Credits		16.5
Total Didactic Program Credits		65.5

*PHASE II: CLINICAL CURRICULUM (MPA 2026)***SEMESTER FIVE**

COURSE NUMBER	COURSE NAME	CREDITS
MPA 5465	Introduction to Clinical Practice	1
MPA 5705	Supervised Practice in Family Medicine (5 weeks)	3
MPA 5715	Supervised Practice in Pediatric Medicine (5 weeks)	3
MPA 5725	Supervised Practice in General Internal Medicine (5 weeks)	3

SEMESTER SIX

COURSE NUMBER	COURSE NAME	CREDITS
MPA 5735	Supervised Practice in Emergency Medicine (5 weeks)	3
MPA 5745	Supervised Practice in General Surgery (5 weeks)	3
MPA 5755	Supervised Practice in Women's Health (5 weeks)	3

SEMESTER SEVEN

COURSE NUMBER	COURSE NAME	CREDITS
MPA 5785	Supervised Practice in Psychiatry and Behavioral Health (5 weeks)	3
MPA 5790	Supervised Practice in Elective I (5 weeks) *	3
MPA 5795	Supervised Practice in Elective II (5 weeks) *	3
MPA 5900	Senior Seminar (throughout the clinical phase)	5
MPA 5802	Interprofessional Practice (semester 5, 6, & 7)	1
Total Clinical Program Credits		34

TOTAL PROGRAM CREDITS 99.5

*The sequencing of courses in the clinical phase varies from student to student.

ACKNOWLEDGEMENT FORM

STUDENT'S ACKNOWLEDGEMENT

I understand that the contents of this Student Policies and Procedures Handbook are provided for my information as a student in the EVMS Physician Assistant Program.

By signing this statement, I acknowledge receipt of this Handbook and understand my responsibility to access the EVMS Student Affairs Student Handbook and the School of Health Professions Student Handbook.

I accept my responsibility to follow the regulations outlined in this Handbook.

Must be electronically signed in Exxat Prism and is retained in the student's Program administrative file.