



University of Dubuque Master of Science in Physician Assistant Studies

2019-2020 Student Catalog and Handbook

Education is a continuously evolving process. To keep pace with this process, the University of Dubuque (UD) reserves the right to make changes in policies, rules, and regulations published in this handbook without obligation or prior notice. The policies, rules, and regulations within the Student Catalog and Handbook apply to all UD MSPAS students.

The University of Dubuque does not discriminate on the basis of race, color, national origin, sex, handicap, disability, sexual orientation, or age. Persons having inquiries may contact the Director of Human Resources, University of Dubuque, Smith Hall, 2000 University Avenue, Dubuque, Iowa 52001-5099.

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Section I: Overview

Preamble

This Master of Science in Physician Assistant Studies Student Handbook is maintained by the University of Dubuque Master of Science in Physician Assistant Studies (MSPAS) program. The policies and procedures herein apply to all MSPAS students and should serve as a guide throughout student academic, clinical, and extracurricular life. Whenever participating in University of Dubuque (UD) and/or MSPAS-sponsored program events on and off campus, MSPAS students must abide by the policies and guidelines in this UD Master of Science in Physician Assistant Studies Student Catalog and Handbook.

The basic premise for these student guidelines is the understanding that individual rights are accompanied by responsibilities. By enrolling in the MSPAS program, students become members of the larger UD community and, thus, acquire rights in and responsibilities to the entire University community.

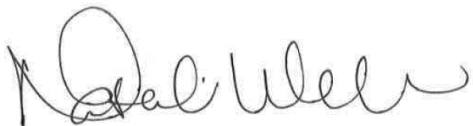
All policies and procedures described in this Master of Science in Physician Assistant Studies Student Catalog and Handbook are subject to revision at any time and without notice. Such revisions are applicable to all MSPAS students. The policies and information contained herein take effect after notification to students. Students are informed of significant changes and updates at the time that such revisions are made and posted online. Once notified, students are subject to any changes in policy. Questions regarding the content of this handbook should be directed to the MSPAS program office.

Message from the Program Director

The University of Dubuque Master of Science in Physician Assistant Studies program is built on a foundation of academic excellence, compassionate care and a desire to serve. In the dynamic world of medicine, a central theme remains constant: the need for health care. It is in this intrinsic need the role of the physician assistant (PA) has emerged and excelled. For over 50 years, PAs have been practicing in interdisciplinary teams setting the stage for what is now considered the standard of care. Our vision here at the University of Dubuque is on service to rural and underserved areas as we understand the integral role PAs fulfill in this setting.

You are now starting a new role in medicine as you have successfully entered a highly competitive and sought-after career that will challenge you in unique ways every day but will likely be one of the most rewarding experiences you'll encounter in life. As you progress through the program, do not lose sight of our mission and vision as these will be the rock that you can stand on throughout your career and, ultimately, what transforms health care in underserved areas.

Congratulations on your journey to get you here and welcome to the PA program. Buckle up and enjoy the ride.

A handwritten signature in black ink, appearing to read "Natalie Weber". The signature is fluid and cursive, with a large initial "N" and "W".

Natalie Weber, PA-C, MSPAS
Program Director and Assistant Professor
Master of Science in Physician Assistant Studies

Message from the Dean for Academic Affairs, Graduate and Adult Studies

For several decades, the world has been facing many challenges in providing access to health care, particularly in rural areas. There have simply not been enough health care professionals living and working in the lowest density regions of our country. In addition to lacking health care professionals, our rural areas tend to have higher poverty rates, lack mobility, and endure foreboding isolation, as well as all the complicating effects arising from it.

The University of Dubuque's MSPAS program endeavors to champion this crisis. Our program's mission is founded in providing health care access to rural America. It is our hope for our graduates to plant their seeds in these rural communities in order to provide the needed care and service to those most desperate.

We invite our MSPAS students to learn in skill, grow in spirit and give back in service the God-given talents they have acquired through their intense studies.

A handwritten signature in cursive script that reads "Gail Hayes".

Gail Hayes, Ph.D.
Dean for Academic Affairs, Graduate and Adult Studies

MSPAS Vision, Mission, Goals and Values

Vision

The Vision of the program is to prepare students to become primary care Physician Assistants oriented toward service to rural and underserved populations.

Mission

The Mission of the University of Dubuque Physician Assistant Program is to prepare Master's level primary care Physician Assistants who will practice with physicians and other members of the health care team. The program is committed to developing practitioners who are educated in all aspects of healthcare including geriatrics, health promotion and disease prevention, and public health practice. Special emphasis is placed on training clinicians who will provide primary healthcare to rural and underserved populations. This is in keeping with the commitment of the University of Dubuque to instill:

- Excellence in academic inquiry and professional preparation
- Stewardship of all God's human and natural resources
- Zeal for life-long learning and service

Goals

- Prepare competent and skilled PAs who pass the PANCE examination
- Prepare our graduates for careers as compassionate, capable and caring PA-Cs
- Maintain instructional quality by ongoing self-assessment and corrective action

The program will assess progress towards these goals on an annual basis with internal reports covering enrollment, exam scores, student and faculty evaluations, and a graduate survey. Benchmarks for each of these reports will be established and adjustments/modifications will be made as needed.

Values

Our conduct, ideals, and ethics are based on:

- Integrity
- Diversity
- Competence
- Compassion
- Scholarship

History and Accreditation Statement

The planning for the MSPAS program began with senior administration and University trustees in October of 2011. The development process unfolded in five overlapping phases:

- Initial Program Exploration (Primary time period: October 2011– February 2012)
- Entering the ARC-PA Accreditation Process (Primary time period: February 2012 – May 2013)
- Identifying Key Leadership (Primary time period: January 2013 – January 2015)
- Gathering Evidence for the Feasibility Study (Primary time period: September 2013 – March 2015)
- Writing and Reviewing the Feasibility Study (Primary time period: January 2015 – March 2015)

The program is based on the physician education model and is a 27-month, 116-credit hour program. The initial 15 months focuses on pre-clinical education, including approximately 2000 classroom hours in the basic and clinical sciences. The following 11 months consists of approximately 2,000 hours of supervised clinical experience. The final month is spent on campus to complete the clinical phase capstone project and a PANCE review course.

The PA Program admitted its first class of 25 in July 2016 and this class graduated in December 2018 with a Master of Science in Physician Assistant Studies. (A1.03e)

Section II: UD MSPAS Program Information

MSPAS Program Office Information

Address:	Phone:
University of Dubuque	(563) 589-3662
Linda Chlapaty Hall, Suite 120	Fax:
2000 University Avenue	(563) 589-3650
Dubuque, Iowa 52001	

University of Dubuque Office of Graduate Studies Information

Address:	Phone:
University of Dubuque	(563) 589-3246
Severance Hall, Suite 121	Fax:
2000 University Avenue	(563) 589-3416
Dubuque, Iowa 52001	

Professional Staff

Program Director: Serves as chief administrative officer of the MSPAS program. Oversees development and implementation of the MSPAS program vision and strategies, as well as organizational and fiscal management, and review of MSPAS accreditation.

Medical Director: Serves as interim director in absence of the Program Director. Supports the program director in ensuring full and effective implementation of current practice standards in academic and clinical instruction and curriculum, fulfilling the MSPAS program mission, and evaluating student performance.

Academic Director: Oversees academic curriculum development, implementation and evaluation.

Clinical Education Director: Oversees clinical curriculum development, implementation, and evaluation.

Clinical Placement Director: Oversees clinical sites including hospitals, clinics, and private practices. Develops affiliation agreements to ensure sufficient availability of clinical sites and preceptors.

Admission Director: Oversees a comprehensive admissions and recruitment process. Coordinates all marketing and special events.

Program Coordinator: Supports students, faculty and staff of the MSPAS program. Serves as the immediate contact with the accrediting body under the direction of the Program Director.

Maintains Program Director's schedule. Coordinates out-going communication. Liaison with other University departments.

Program Specialist: Provides support to academic and clinical education teams. Point person for program's software – Moodle and Typhon. Oversees laboratory assistance and maintenance, simulation and equipment care, supply management, curriculum mapping, and survey distribution. Assists clinical education team with site development and student profiles.

MSPAS Facilities

Linda Chlapaty Hall: Students have key card access to classrooms Monday – Friday 7 AM-11 PM and Saturday/Sunday 7 AM – 7 PM.

PA Suite: The PA Suite houses the offices of the MSPAS faculty and staff. Please check in at the front desk when arriving for appointments, office hours, or unscheduled visits.

Student Lounge: It is a privilege to have access to a student lounge. Out of courtesy, please keep this area orderly and clean. Unattended dirty dishes and utensils will be thrown away. We suggest a schedule be kept assigning students to maintain the lounge on a weekly or monthly basis. The microwave and refrigerator need to be cleaned periodically. When you are gone for breaks at the end of each term, all perishable food should be removed.

Lockers: PA students are assigned lockers in the USC building. These are used to store equipment, reference books, food and other items students wish to have on hand during the pre-clinical phase.

Classrooms: PA students will spend significant time in the classroom during the pre-clinical phase of the program. It is important that this room be kept clean and free of clutter. You are permitted to bring refreshments into the classroom, however, it is not a cafeteria and students should limit this to a beverage and small snack. Any student-hosted gatherings in these rooms are the responsibility of the students to clean and replace furniture/equipment to its original location. Do not leave personal belongings in this room as it is used by the faculty/staff and other departments during and outside of Program hours.

Clinical Lab and Exam Suite: Clinical Lab and Exam Suite: Clinical lab and the Exam Suite are where students practice physical exam techniques and technical skills including suturing, IV access, casting, splinting, etc. It is important these rooms be kept clean, well-supplied, and in compliance with OSHA guidelines. Food and drink are prohibited from the exam bays of labs. Students are responsible for maintenance of their own work areas. The following is a list of tasks which need to be completed each time rooms are in use:

- Clean table paper on exam table; straightened or new sheet on hospital bed

- Mayo stand and stool stowed at the end of each hospital bed
- Two chairs placed in each exam bay
- Curtains should remain drawn back when clinical lab is not in use
- Clean gown and sheet (paper or cloth) in top side drawer of each exam table
- All trash in proper receptacles
- All sharps properly disposed in appropriate containers
- All hazardous materials in biohazard bags
- Sink and surrounding area clean
- All supplies put away
- Please notify the course instructor or program specialist if there are items that need to be replaced

Student Contact Information

Students need to ensure their contact information is updated at all times. If students have a permanent change of name or address, they must notify the program staff and the Registrar's office.

Communication and Announcements

As per University policy, all electronic communication must be conducted using your assigned University of Dubuque email account. Students are expected to check their emails daily to ensure timely receipt of information. Students are also expected to reply to faculty and staff within 1 business day (or sooner, if requested for urgent reasons).

Moodle and UD email are the primary methods of communication between faculty/staff and students. Class announcements, documents, and other pertinent information will either be posted on Moodle or sent via email. The Program also maintains an Outlook calendar that is managed by the program and coordinated with the class secretary during the pre-clinical phase.

Program Hours

The PA Program hours are 8:00 AM – 5:00 PM Monday through Friday. Class times may extend beyond these hours. Students are expected to be on campus and/or available during the Program hours.

Weather-Related Closing

In the event of inclement weather, the University of Dubuque will update its website to reflect any delays, cancellations or closures. The Program will communicate with you via email to reschedule missed classes. While rare, there have been times the PA program has cancelled classes while the University remained open. This will be communicated to you via email.

MSPAS Classes and Clinical Rotations in Case of an Emergency

In the event of an emergency, all classes in the pre-clinical phase follow the University's temporary closure policy. Students assigned to off-campus clinical rotations during a local or

geographically widespread emergency should contact the Clinical Education Director for specific instructions pertaining to students' instructional responsibilities. As a general rule, clinical care responsibilities are expected to be fulfilled, and students should follow the policies of the affiliate clinical site where they are currently assigned. Students on clinical rotations are expected to report to their clinical assignments unless severe weather conditions prohibit safe travel; each student should make a prudent judgment as to the possibility of safe travel. The student will contact clinical sites, preceptors, and the Clinical Education Director regarding attendance in the case of an emergency.

Campus Safety Policies and Procedures (partial compliance of A1.03g)

Safety policies and procedures can be found posted on the University website:

<http://www.dbq.edu/CampusLife/FacilitiesandServices/CampusSafetySecurity/>. University of Dubuque also publishes their annual safety reports in compliance with the Clery Act on their website:

<http://www.dbq.edu/aboutud/communitystandards/safetyandsecurity/campussafety/cleryreport/>. You can also refer to Appendix J for general safety guidelines.

Safety and security for students on clinical rotations are addressed during the clinical phase orientation. These rely on the personal safety and security measures in place for the staff at each clinical facility as documented on Site Visit Forms. The facility at which the rotation/experience takes place shall provide PA students access to the facility's rules, regulations, policies and procedures with which the PA students are expected to comply, including, the facility's OSHA standards, personal and workplace security and personal safety policies and procedures for all PA students and any instructors on site.

Section III: MSPAS Program Overview

Program Curriculum

The MSPAS program is a 27-month curriculum. The first 15 months are dedicated to pre-clinical education; the next 11 months of the program are dedicated to supervised clinical rotations with the final month spent on campus to complete the clinical phase capstone project and PANCE review course.

The pre-clinical phase of the program is based on a broad curriculum. Students take courses on the University of Dubuque campus covering topics of physiology, pharmacology, anatomy, physical diagnosis, clinical medicine, and clinical skills. Students should focus on their academic/pre-clinical work during this phase and should not concentrate on clinical rotations before the final semester of the pre-clinical year.

The clinical phase of the program allows students to integrate their knowledge and skills into health care practice. Students may not begin clinical rotations until successful completion of all pre-clinical phase course work and end-of-pre-clinical phase requirements.

Core clinical rotations are in family medicine, internal medicine, pediatrics, psychiatry/behavioral health, women's health, general surgery, and emergency medicine. In addition, students are required to complete a rural medicine rotation. Three (3) selective rotations complete the set of 11 required rotations. Rotation sites may vary in schedule, expectations, and assignments. During the clinical phase of the program, the course schedule/calendar may differ from that of the general UD academic calendar. Students will be subject to rotation-specific schedules.

MSPAS students will be instructed and clinically supervised by physicians, certified physician assistants, and nurse practitioners. While resident physicians may participate in the pre-clinical and clinical education components, they will not be the primary source of instruction/supervision.

In accordance with federal regulations and policies of the Higher Learning Commission, UD is committed to "teaching out" all students enrolled in its accredited educational programs. In the unlikely event of loss of accreditation or closure of the MSPAS Program, current matriculated students will be allowed to complete the program, with no new students being admitted. Should circumstances preclude the continuation of the MSPAS Program (e.g., closure of the campus due to natural disaster), UD will facilitate students in enrolling in accredited programs at other institutions where they can complete their PA education.

Master of Science in Physician Assistant Studies 2019–2020 Course Catalog

Courses and course descriptions can be found in Appendix A.

PA Program Sample Calendar

Pre-Clinical Phase (15 months):

Fall - 1	PA 611 Anatomy (6 credits) PA 612 Physiology I (3 credits) PA 613 Clinical Assessment (4 credits) PA 614 Lab Interpretation (2 credits)
Spring	PA 621 Medical Microbiology & Infectious Disease (4 credits) PA 622 Physiology II (4 credits) PA 623 Pharmacology in Disease Pathology I (2 credits) PA 624 Clinical Medicine I (4 credits) PA 625 Clinical Assessment II (3 credits) PA 627 Integration I (4 credits)
Summer	PA 626 Clinical Skills I (3 credits) PA 631 Pharmacology in Disease Pathology II (2 credits) PA 632 Clinical Medicine II (4 credits) PA 633 Integration II (3 credits) PA 634 Behavioral Health (3 credits)
Fall - 2	PA 641 Clinical Medicine III (4 credits) PA 642 Role of the PA (2 credits) PA 643 Clinical Skills II (3 credits) PA 644 Evidence Based Medicine (2 credits) PA 645 Integration III (4 credits) PA 646 Pharmacology in Disease Pathology III (2 credits) PA 649 Didactic Summative Exam (1 credit)

Clinical Phase (11 months):

Clinical Rotations – PA 650 to PA 660 (4 credits each)

Summative Phase (1 month):

PA 662 Professional Competency Course (1 credit)
PA 663 Capstone (2 credits)

Anticipate graduation in December.

Experiential Learning

The MSPAS program does not give credit for prior student experience working in the field.

Transfer Credit

The MSPAS program does not accept transfer credit from other Physician Assistant programs.

Program Learning Outcomes

Upon completion of the program, graduates will be able to:

1. Demonstrate compassionate ethical behavior in the acquisition of information and practice of medicine.
2. Recognize and correlate basic science concepts as related to specific disease processes.
3. Perform and record a history and physical exam appropriate to clinical circumstance.
4. Formulate a differential diagnosis and select the most likely diagnosis.
5. Order and interpret appropriate lab and diagnostic studies for specific disease entities.
6. Recommend developmental, preventative, and lifestyle choices appropriate to the patient's familial, occupational and social environment.
7. Formulate and implement treatment plans using a multidisciplinary team approach with evidence-based counseling and procedural skills.
8. Select and monitor appropriate pharmacologic therapy for selected medical conditions.

Section IV: Policies and Regulations

This section outlines the PA Program's overarching policies and the policies specific to the pre-clinical and clinical phases of the program including health policies, PA technical standards, competency requirements, and academic progression.

All PA students must meet the minimum technical standards, professional PA competencies, and pre-clinical and clinical phase requirements outlined to be eligible for successful progression through the program. Failure to meet any of these requirements at any time during the program will result in a formal review by the Student Evaluation Committee (SEC).

Health Policies

The University of Dubuque and the MSPAS program are committed to protecting the health and well-being of all students, faculty, staff, patients, and the public. Once students have successfully been admitted to the MSPAS program, they are provided with a list of the mandated requirements which are expected to be maintained including a yearly physical examination, antibody titers, current immunizations, drug screening, and background checks. Students are given deadlines to submit the required documents prior to the commencement of classes in order to comply with matriculation standards. All students are required to have proof of current health insurance coverage and should consider current long-term disability insurance as well.

Student immunization forms will be kept by the MSPAS office. Please note: student health records are confidential and are not accessible to or reviewed by program faculty or staff except for immunization, tuberculosis, and drug screening results. These will be released as required to clinical sites with written permission from the student. Student health records are kept by the student's healthcare provider. Principal faculty, the Program Director, and the Medical Director must not participate as health care providers for students in the Program, except in an emergency. (A3.09)

The physical examination, Interferon-Gamma Release Assay (IGRA) tuberculosis screening, and influenza vaccination are required annually for continued enrollment in the program. Students who do not meet the mandated requirements are not allowed to register for classes or participate in a clinical setting. Students who fail to comply with program requirements are not eligible to attend off-campus clinical activities or clinical rotations until all requirements are met. Exceptions to this policy may be granted in the event of valid medical contraindications, or if the student is in the process of receiving the complete vaccine series (e.g., hepatitis B, varicella) in a compliant manner. MSPAS students may be required to have additional vaccines, drug testing, and/or other medical tests prior to starting classes and/or clinical rotations, as required by the MSPAS program and all affiliated clinical educational sites. Additional periodic evaluations or tests may be required as indicated, or if exposure to an infectious patient or pathogen occurs.

IT IS THE STUDENT'S RESPONSIBILITY TO UPDATE, MAINTAIN, AND RETAIN A COPY OF ALL RELEVANT PERSONAL HEALTH RECORDS.

Physical Examination

All students must have had a physical exam within the past year and have a qualified medical provider document and sign the Statement of Health form prior to matriculation. Students are required to have an updated physical examination within 60 days of starting the clinical phase. Students must be certified that they are in satisfactory health to perform duties of a Physician Assistant training program and no health problems exist which might endanger the health and well-being of patients, clinical faculty, or other students. The PA Program Technical Standards should be used by the provider as a reference.

Immunizations

The MSPAS program developed its policy and immunization guidelines based on the guidelines issued by our affiliated clinical education sites and the Centers for Disease Control and Prevention (CDC) <http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html> that apply to all undergraduate, graduate, and professional students attending any public or private university in the State of Iowa, specifically those involved in health care.

All immunization forms must carry the original signature of a physician or a licensed medical practitioner and the license number or office stamp with address.

Measles, Mumps, and Rubella

State of Iowa pre-matriculation immunization requirements include documentation of measles, mumps, and rubella immunity for all students prior to registration for classes. As a prerequisite to matriculation or registration, the State of Iowa requires all students born after 1956 to present documented proof of immunity to measles, mumps, and rubella. Consistent with Department of Health guidelines, acceptable proof of immunity constitutes documentation of two vaccinations of measles, mumps, and rubella or a blood antibody titer verifying immunity.

Students who cannot prove immunity must begin the 2 shot MMR vaccination series prior to the start of the program.

Tetanus/Diphtheria/Pertussis

Based on the guidelines published by CDC, matriculating students who have not had a tetanus booster within the past ten years must receive the tetanus, diphtheria, and pertussis (Tdap) vaccine and are required to keep this current.

- A single dose of Tdap must be given for adults aged 19 through 64 years who have not received a dose of Tdap previously.
- Tetanus/diphtheria (Td) booster is not accepted.

Hepatitis B

Students must show documented proof of vaccination and immunity to Hepatitis B, as described below. Students must document anti-HBs hepatitis B titer status.

- If the titer is positive, no further action is necessary
- If the titer is negative, the following steps are required:
 - Begin required three dose hepatitis B series immediately. Proof of receipt of at least the first dose of hepatitis B vaccine is required prior to the first day of classes. The remainder of the three-dose series must be completed 8 weeks prior to beginning the clinical phase
 - Repeat titer 6 weeks after completing the 3-dose series. This must be completed prior to beginning the clinical phase.
 - If the hepatitis B surface antibody titer is negative, the student is considered a non-responder
- Students who continue to have a negative hepatitis B surface antibody titer receive individual counseling on how best to protect themselves and prevent hepatitis B infection and special procedures to follow should a needle stick injury occur.

Chickenpox (varicella)

Proof of positive (immune) varicella antibody titer is required. If immunity is not shown, completion of the 2-shot series 4-8 weeks apart is required and documentation must be submitted.

Influenza

Students are required to receive the seasonal flu vaccine annually and provide documentation to the program by November.

Meningococcal

Highly recommended for anyone with a risk factor (medical, occupational, lifestyle, or other indication), according to the Iowa Department of Public Health. We recommend discussing your meningococcal vaccine status with your health-care provider. This recommendation may be pre-empted by the clinic and hospital policies of the clinical rotation sites.

Polio (IPV)

Proof of vaccination must be provided. Students should consult with their healthcare provider.

Screening for Tuberculosis (TB)

Students are required to have an annual Interferon-Gamma Release Assay (IGRA) to document absence of TB infection.

- If the blood test is negative, students must repeat the IGRA annually
- If the blood test is positive, students must follow up with their healthcare provider and submit documentation of chest x-ray results and tuberculosis questionnaire

Health Insurance

MSPAS students are required to possess current and adequate medical insurance to cover emergencies and common medical problems that might occur during their educational training period. The cost of medical insurance is borne by the student.

Students should be prepared to show proof of health insurance. The policy must provide continuous coverage for the entire period the insured is enrolled as a MSPAS student and must be renewable. The policy must provide in-network and out-of-network coverage for providers, hospital, diagnostic, and therapeutic coverage for both emergency and nonemergency outpatient and inpatient services. *Students should be aware clinical rotations occur outside the state of Iowa.*

Disability Insurance

All MSPAS students are encouraged to enroll in a disability insurance plan to cover injuries that might result in chronic disability during their educational training period.

Liability Insurance

Each MSPAS student is covered for professional liability under a professional liability insurance plan with The Travelers Indemnity Company (Cottingham & Butler, producer). This is an occurrence based form, therefore, a tail policy is not indicated. Students can contact the MSPAS Program Director or Clinical Education Director to learn more about this program. MSPAS students rotating at a clinical site must maintain the role of a student; they are prohibited from assuming any responsibilities outside those clearly defined and agreed upon for a student.

Students should be appropriately and routinely supervised by the preceptor of record and must perform duties within the scope of the agreed-upon clinical experience. Remaining within the scope of agreed-upon student duties and responsibilities is vital to preserving the professional liability coverage provided by the University and is important in protecting the student, University of Dubuque and the clinical site in the case of legal action sought by a patient.

Students are prohibited from participation in any patient care activity outside of the formal rotation assignment, even in the case that an occasion for participation is presented by the clinical site as a potential employer. Though these opportunities may be attractive and are seemingly benign, they must be avoided, as MSPAS program's liability coverage does not cover the student in these circumstances.

MSPAS students working in paid positions in a different health-care-related capacity at any time during their physician assistant education are not permitted to assume the role of MSPAS student while on duty as a paid employee. Liability insurance will not cover any student assuming the role of a MSPAS student outside an assigned clinical rotation.

Criminal Background Checks, Substance Use Screening, and Fingerprint Policy

Criminal background checks and drug screening are required prior to enrolling in classes in the MSPAS program. The initial background check and drug screening will be completed through Castlebranch via CASPA, with the cost borne by the student. Additional background checks and drug screening will be required prior to and throughout participation in clinical rotations. Fingerprinting is done at the request of specific clinical affiliates. Findings in background checks and drug tests may affect a student's admission, ability to participate in clinical rotations, and eligibility to complete the program.

During a student's tenure at UD, if the student is arrested, charged, or convicted of a felony or misdemeanor, he/she must disclose such an event to the Program Director. The Program Director will determine appropriate action. Failure to disclose this information may result in disciplinary action, up to and including expulsion from the program.

The University of Dubuque maintains an Alcohol and Drug-Free Workplace and Campus Policy. This substance abuse policy is in effect during the enrollment in the program. Violations of the policy accrue during the entire academic career of the MSPAS student while attending UD. The University of Dubuque retains the option to test for other substances at the discretion of the Program Director. The informed consent form and consequences of violations to this policy are outlined in Appendix B.

Medication

All MSPAS Program students are subject to UD MSPAS and clinical site policies regarding prescription drug use in the workplace.

Any student may bring non-opioid prescribed drugs to class or a clinical site and take during work hours only if the medication has been prescribed by an authorized prescriber and only if the drug is taken in accordance with the prescriber's directions. All prescription drugs must be kept in the original container in which they were received from the pharmacy or other dispenser.

A student may possess and take an over-the-counter drug during clinical hours only if the drug is used for its intended purpose and in accordance with the package directions, and/or any supplemental directions of the student's provider, and the use of the drug does not render the student "otherwise unqualified" to meet program safety and learning objectives.

Communicable Diseases and Exposures

All students with communicable diseases or conditions are not permitted to engage in patient care until such conditions have been treated and cleared as documented by a provider. This restriction is necessary to protect the health and safety of patients, clinical personnel, and UD MSPAS faculty/staff. Examples include, but are not limited to, the following medical conditions:

- Active chickenpox, measles, German measles, herpes zoster (shingles), acute hepatitis, and tuberculosis
- Oral herpes with draining lesions

- Group A streptococcal disease (i.e., strep throat) until 24 hours after treatment has been received
- Draining or infected skin lesions (e.g., Methicillin Resistant Staphylococcus Aureus or MRSA)
- Hepatitis B or C
- HIV/AIDS

A student who has a communicable disease or is unsure whether he/she should participate in patient care should seek medical care by a private medical provider. All students with a communicable disease must receive written medical clearance from a licensed provider and must submit to the MSPAS Program Director prior to initiation of, or return to, clinical care activities. A case-by-case evaluation of each infected student shall be done by his/her medical provider to determine his/her ability to perform the duties required of the clinical rotation. Based on the recommendations of his/her provider, it is the responsibility of each infected MSPAS student to notify the MSPAS program office if unable to perform clinical work; appropriate documentation is required. All such notifications are kept strictly confidential.

HIV, Hepatitis B and C

The University strives to provide the MSPAS community programs and services that focus on support, education, and prevention of HIV/AIDS. MSPAS students who believe they may be at risk for HIV, hepatitis B or hepatitis C infection have an obligation to be tested. While the testing decision should be voluntary for the individual, there may be instances in which testing could be required. Education, training, and confidentiality safeguards can be used to encourage those who believe they might be at risk to be tested. Pre- and post-test counseling will be available at the testing site. The MSPAS program encourages participation in wellness courses that cover prevention and transmission of sexually transmitted infections such as HIV.

MSPAS students who know they are infected with HIV, hepatitis B, hepatitis C, or other infectious disease will be urged to voluntarily inform a designated official in the school who will provide information and referral on health care and counseling, and begin a process to assess the need for necessary modifications/accommodation in clinical education or job functions.

Clinical settings which pose additional risk to the personal health of infected students will be identified and such persons will be advised of those risks and urged to consult their health care provider to assess the significance of the risks to their own health.

Modifications of clinical activity of infected students will take into account the nature of the clinical activity, the technical expertise of the infected person, the risks posed by HIV carriage, functional disabilities and the transmissibility of simultaneously carried infectious agents.

Infectious and Environmental Hazards

MSPAS students who may become infected are not excluded from enrollment or restricted in their access to University services or facilities, unless individual medical evaluation establishes that such exclusion or restrictions are necessary for the welfare of the individual and/or other members of the University community.

Students infected with bloodborne or other pathogens shall not, solely because of such infection, be excluded from participation in any phase of University life, including educational opportunities, employment, and extracurricular activities, except as otherwise required by applicable federal, state, or local law, or unless their health condition presents a direct threat to the health and safety of themselves or others. Students infected with airborne pathogens are excluded from participation in such activities during the infectious stage of their disease.

Blood Borne Pathogen and Occupational Health Exposure Policy (partial compliance of A1.03g)

The MSPAS program follows the MSPAS Student Handbook guidelines regarding exposure to infectious and environmental hazards while on campus and the institutional policies of its clinical affiliates regarding exposure to infectious and environmental hazards while at clinical sites. The MSPAS program is diligent in educating students about precautionary infection control measures for airborne and bloodborne pathogens prior to students' first contact with patients and first contact with human tissue, blood products, and body fluids. Ultimately, each student is responsible for his/her health and safety in the clinical/educational setting; therefore, it is the goal of the MSPAS program that all students learn appropriate policies and procedures to follow in the event that they are injured or potentially exposed to bloodborne pathogens or other communicable diseases.

All MSPAS students are required to take the designated bloodborne pathogen and OSHA training upon matriculation into the program. Students may be required to take additional training at the discretion of a clinical rotation site, as their policies and procedures warrant. MSPAS students should understand site-specific policies prior to their work at each clinical affiliate site and should follow the established protocols at that site for immediate care and treatment after exposure.

The student's personal health insurance plan is ultimately responsible for coverage of any incident that occurs during the pre-clinical or clinical phase of the program, including a skin break with a contaminated surgical instrument or needle or eye contamination with blood or body fluid.

During the pre-clinical phase, students should notify the PA faculty in attendance immediately and be referred to the Campus Health Services Office. Students must complete an Exposure Incident Report (Appendix D) which will be filed by the program. The PA Program Director should

also be notified by the student and faculty member within 24 hours. During Program hours the Campus Health Services Office will facilitate prompt student referral to the contracted clinic, UnityPoint Occupational Health. Outside of normal Program hours, students should be referred to UnityPoint - Finley Emergency Department.

Campus Health Services
Stoltz Sports Center
563.589.3857

After Hours and Weekend
UnityPoint Health-Finley Hospital Emergency Department
350 North Grandview Avenue, Dubuque, IA
563.589.2658

During the clinical phase, students should notify their preceptor and immediately follow the procedures established at the clinical facility where the exposure occurred. Should guidelines not be in place, please refer to Appendix C for procedures for care and treatment after exposure and/or injury. The student must also notify the PA Program Director within 24-hours of the incident and complete an incident report (Appendix D) which will be filed by the program.

Guidelines are available online at <https://www.osha.gov/> to protect students from the risk of occupational infection with HIV, hepatitis B, or other bloodborne pathogens, and to implement the United States Department of Labor Occupational Safety and Health Administration (OSHA) Standard 29 CFR Section 1910.1030 Bloodborne Pathogens.

Students who know, or who have reasonable basis for believing, that they are infected with bloodborne or airborne pathogens are ethically obligated to report exposures and expected to seek medical care. Students are excused from clinical activities in order to seek medical care for bloodborne or airborne pathogen exposure. Should an infected student expose a patient, he/she is ethically obligated to report this as well.

If a student's exposure results in the contraction of a disease or disability, the student is allowed to continue in the program with as little disruption as safely possible depending on the circumstances. The student's specific medical circumstances are evaluated confidentially on a case-by-case basis. In some cases, students may be unable to participate fully in university life or meet MSPAS technical standards because of their illness. As applicable, cases will be reported to the appropriate Public Health Department having jurisdiction over the agency/institution where the exposure occurred.

All students are professionally and ethically obligated to provide patient care with compassion and respect for human dignity. No student may ethically refuse to treat a patient solely because the patient is at risk of spreading, or has, an infectious disease.

Physician Assistant Essential Functions and Technical Standards

Technical Standards

The technical standards set forth by the MSPAS program establish the essential qualities considered necessary for students to be admitted to and successfully complete the program. These standards ensure graduates possess the intellectual ability to learn, integrate, analyze, and synthesize data. MSPAS students must meet all technical standards upon matriculation and throughout enrollment in the MSPAS program. The MSPAS program has a duty to make reasonable accommodations, but no duty to correct a deficiency in any technical standard. In the event, therefore, a student is unable to fulfill these technical standards, with reasonable accommodations, the student is subject to dismissal.

MSPAS students must be fully able to perform the essential functions in each of the following categories:

Observation: Acquire, assimilate, interpret, integrate, and apply information from direct observation, oral and written communication of radiographic and other imaging techniques, pathologic and laboratory testing, electrocardiograms, and other reports or studies.

Communication: Communicate effectively and sensitively with patients, health professionals, teachers, staff, and peers, both orally and in writing and when the time available for communication is limited. Accurately obtain a medical history from the patient or his/her health care proxy.

Motor: Perform procedures fundamental to medicine, including participating fully in curriculum requirements in the classroom, laboratory, and clinical settings. Perform diagnostic and emergency maneuvers and procedures, such as palpation, percussion, auscultation, airway management, cardiopulmonary resuscitation, suturing, and assisting in surgery.

Intellectual: Perform problem-solving tasks quickly and efficiently in an environment that may change rapidly, without warning, and/or in unpredictable ways. Comprehend three-dimensional and spatial relationships.

Behavioral/Social: Possess the emotional stability to exercise sound judgment; manage physical and emotional stress; exhibit sufficient interpersonal skills to interact with people at all levels in a culturally diverse society; and form compassionate relationships with patients while maintaining appropriate professional boundaries.

Meeting the technical standards is required but does not guarantee a student's eligibility for the Physician Assistant National Certifying Exam (PANCE). Students also must meet the expectations of the program and program's accrediting agency (Accreditation Review Commission on Education for the Physician Assistant, Inc. [ARC-PA]).

Physician Assistant Competencies

The MSPAS program has adopted and integrated into its curriculum the National Commission on Certification for Physician Assistants (NCCPA) 2012 revised guidelines defining physician assistant competencies. These competencies encompass the skills, knowledge, education, and attitudes that PAs should acquire through training and subsequent careers. The following listing and description of competencies is taken in full from the NCCPA “Competencies for the Physician Assistant Profession,” which can be found at <https://www.aapa.org/career-central/employer-tools/employing-a-pa/competencies-physician-assistant-profession/>.

The essential abilities required by the curriculum and for the practice of medicine are in the areas listed below and cannot be compromised without fundamentally threatening a patient’s safety and well-being, the institution’s educational mission, or the profession’s social contract:

Medical Knowledge

Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations.

Physician assistants are expected to understand, evaluate, and apply the following to clinical scenarios:

- evidence-based medicine;
- scientific principles related to patient care;
- etiologies, risk factors, underlying pathologic process, and epidemiology of medical conditions;
- signs and symptoms of medical and surgical conditions;
- appropriate diagnostic studies;
- management of general medical and surgical conditions to include pharmacologic and other treatment modalities;
- interventions for prevention of disease and health promotion/maintenance;
- screening methods to detect conditions in an asymptomatic individual; and
- history and physical findings and diagnostic studies to formulate differential diagnoses.

Interpersonal & Communication Skills

Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients’ families, caregivers, physicians, professional associates, and other individuals within the health care system. Physician assistants are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients;

- use effective communication skills to elicit and provide information;
- adapt communication style and messages to the context of the interaction;
- work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group;
- demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety; and
- accurately and adequately document information regarding care for medical, legal, quality, and financial purposes.

Patient Care

Patient care includes patient- and setting-specific assessment, evaluation, and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable.

Physician assistants are expected to:

- work effectively with physicians and other health care professionals to provide patient-centered care;
- demonstrate compassionate and respectful behaviors when interacting with patients and their families;
- obtain essential and accurate information about their patients;
- make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment;
- develop and implement patient management plans;
- counsel and educate patients and their families;
- perform medical and surgical procedures essential to their area of practice;
- provide health care services and education aimed at disease prevention and health maintenance; and
- use information technology to support patient care decisions and patient education.

Professionalism

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant;
- professional relationships with physician supervisors and other health care providers;
- respect, compassion, and integrity;
- accountability to patients, society, and the profession;
- commitment to excellence and on-going professional development;

- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices;
- sensitivity and responsiveness to patients' culture, age, gender, and abilities;
- self-reflection, critical curiosity, and initiative;
- healthy behaviors and life balance; and
- commitment to the education of students and other health care professionals.

Practice-based Learning & Improvement

Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement. Physician assistants must be able to assess, evaluate, and improve their patient care practices. Physician assistants are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team;
- locate, appraise, and integrate evidence from scientific studies related to their patients' health;
- apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness;
- utilize information technology to manage information, access medical information, and support their own education; and
- recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others.

Systems-based Practice

Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part. Physician assistants are expected to:

- effectively interact with different types of medical practice and delivery systems;
- understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively;
- practice cost-effective health care and resource allocation that does not compromise quality of care;
- advocate for quality patient care and assist patients in dealing with system complexities;
- partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes;
- accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care;
- apply medical information and clinical data systems to provide effective, efficient patient care;

- recognize and appropriately address system biases that contribute to health care disparities; and
- apply the concepts of population health to patient care information resources for the purposes of self- and practice-improvement.

Academic Policies

Textbooks

Required textbooks are specified in class syllabi. Students may access some online textbooks through the UD Library, in which case the purchase of a printed text is optional.

Required Medical Equipment and Supplies

The following is a list of the required equipment:

- Equipment bag (ordered during orientation; included in student fees)
 - Ophthalmoscope
 - Otoscope with disposable otoscope speculums
 - Stethoscope
 - Sphygmomanometer with adult cuff (blood pressure cuff)
 - Tuning forks 128 and 512 Hz
 - Reflex hammer
 - Hand-held Snellen chart (i.e., pocket eye chart)
 - Pen light
 - Ruler
 - Tape measure
- Scrubs
- White lab coat with UD MSPAS logo (ordered through program)
- UD MSPAS ID (issued during orientation)
- Laptop computer. Minimum requirements as follows:
 - Processor: 2 GHz Dual Core/Duo or better
 - RAM: 4GB
 - Hard Drive: 256 GB or higher
 - Internet Capabilities: 802.11b/g Wireless NIC
 - Fully-Patched Operating Systems: minimum Microsoft Windows 7 or higher OR *macOS 10.12 Sierra or higher [Certain additional plug-ins may be required, i.e. Adobe Flash, if older operating system]
 - **Ability to read/write Microsoft Office Suite documents [Students will be turning in assignments as Microsoft file formats (i.e. .ppt, .pptx, .doc, .docx, etc.)]
 - Ability to read PDFs
 - Current, Installed, Up-to-date Protection: Antiviral and Antispyware Software/Malware Protection
 - Standard Media Player and Video Capabilities: (common sound and video player capabilities; speakers/headphones; internal or external webcam; internal or external

microphone) [Students will be watching instructional videos from professors and may conference in during clinical rotations]

- Modern, standards-compliant Web browser: Firefox, Chrome, or Safari [These are browsers compatible with different software the program will use with students]
- Standard “run time” environment for Java programs
- Privacy Screen Cover [There are a variety of options available. We recommend finding one compatible with your laptop whether that be temporary or self-adhesive. This is required for testing security.]

Devices That Are Not Acceptable as primary devices:

- Dedicated Tablets running Windows RT or Android operating system
 - Chromebook
 - iPad
- *Mac is not supported by our Technology helps desk
**Microsoft Office 2016 may be downloaded for free through your UD email. If you need additional instructions please contact the Help Desk at helpdesk@dbq.edu.

Attendance

Attendance and participation is mandatory. MSPAS students are expected to be present, prepared, and actively engaged in all classes, labs, and clinical rotations. Attendance and promptness to class and clinic is a reflection of professional behavior. A pattern of absences or tardiness will result in a Document of Concern and impact progression in the program.

During the pre-clinical phase, students are provided a class schedule each term outlining course time, location, and course director. The program hours during the pre-clinical phase are 8 AM – 5 PM, Monday - Friday, unless noted otherwise. Students are expected to be available during those hours for schedule changes and adjustments. Personal appointments should be scheduled during program breaks and outside of program hours. Clinical phase hours are outlined below.

Program activities will not be rescheduled to account for student absences, including course sessions, labs, evaluations, and assessments. Should absences occur, students are responsible for completing all material missed. It is the student’s responsibility to learn the covered material. Some activities cannot be made up which may result in an unexcused absence, grade deduction, or Document of Concern.

Students may be required to attend weekend, early morning and/or evening events outside of regularly scheduled courses or rotations. Students will be notified of any changes in course times, lectures, or exams.

Absences

Pre-Clinical Phase

Excused absences: This may include illness and family emergencies, but not routine activities that can be rescheduled to accommodate a student's education and career. Students are required to notify the appropriate course director(s) of any absence and the reasons for the absence. The MSPAS Program reserves the right to determine whether an absence is excused. Three unexcused absences or a trend of tardiness or early departure is ground for failure in that course.

Notification of absence: The course director must be notified in writing (email) as soon as possible if a student will be late to or absent from class (or if the student needs to leave early) for any reason. Students must contact the program in advance if they know in advance, and they should notify the staff at the first opportunity should an emergency arise.

Absence Due to Illness, Personal Emergency or Urgent Healthcare Appointments: If a personal illness or personal/family emergency necessitates missing a required activity other than an examination, the student must contact the appropriate course director prior to the beginning of the scheduled activity to inform them of the situation, receive permission to miss the activity, and to make arrangements for completing the course requirements. Students should receive confirmation (direct conversation, return email or phone call) from the course director indicating awareness and approval of the student's absence. Documentation of reason(s) for the request should be submitted, and the missed work should be made up as soon as possible. If a personal illness or personal/family emergency necessitates missing an examination, permission to reschedule the examination must be granted by course director prior to the start of the examination. It is the student's responsibility to contact the appropriate course director; documentation of the reason(s) for the request may be required.

In the event of an anticipated absence from any scheduled class, the student must complete the Absence Excusal Form (Appendix E) and submit it to the Program Director *at least seven days* in advance of the anticipated absence. Examples include an elective operation, funeral/visitation of a first-degree relative, and recovery from a car accident. *Submission of an Absence Excusal Form does not guarantee approval of the absence.*

Personal events, including, but not limited to, weddings, graduations, receiving awards, and healthcare appointments, should be scheduled during breaks and should not be scheduled during required activities. Students will not be excused from coursework for these kinds of events.

Students are responsible for contacting the course director and Academic Director in advance of missing a scheduled examination. Students who do not contact the Academic Director to receive permission for the absence and arrange for a make-up examination, or do not have a valid emergency excusal, will earn a grade of zero for the examination. Students who miss an

examination as the result of an excused absence are expected to make up the examination within a reasonable amount of time, as agreed upon by the Academic Director, course director, and the student. Every effort will be made for the student to take the exam prior to the absence. Should the student be unable to take the exam prior to the scheduled absence, the make-up examination may differ from the one missed.

Clinical Phase

Student clinical rotation schedules and hours are determined by the primary preceptor and the MSPAS program. Unreliable or undependable behavior is considered unprofessional behavior. Scheduled activities and/or clinical rotations may take place any day of the week (including weekends), and may take place during day or night hours. Students should follow the instructions from clinical site preceptor(s) regarding the schedule for a particular clinical rotation with approval from the Clinical Education Director. MSPAS students must maintain sufficient flexibility to respond to schedule changes and unexpected patient care demands. Students may be required to be “on-call” during clinical rotations. Students must be present in the clinic or hospital for on-call hours to count toward rotation required hours.

The program recognizes the value of participation in professional activities; however, the primary focus of the clinical phase is the development and application of knowledge attained by active participation in clinical rotations. Thus, time missed per rotation for such participation should not exceed 16 hours. Professional activities include, but are not limited to, attendance at a professional conference, poster or speaker presentation at a professional conference, or participation in professional service or leadership activities. Absences from clinical rotation for participation in professional activities will be considered on a case-by-case basis, and must be approved by the Clinical Education Director prior to the anticipated absence.

Students are afforded up to eight days of excused absences for the entire clinical phase. No more than two days may be missed per rotation. A student’s absence requires submission of a Leave Request and approval by the Clinical Education Director *at least seven days* in advance of an anticipated absence. In the event of an unanticipated absence, the form requires submission and approval by the Clinical Education Director within 24 hours. *Submission of a Leave Request does not guarantee approval.*

In the event of an emergency, students must notify the following by email and phone within thirty minutes of the time they were expected on site:

- MSPAS Clinical Education Director
- On-site preceptor or clinic administrator

Students are required to fulfill missed clinical rotation hours and provide documentation supporting all absences. Lack of required hours, acceptable documentation, or appropriate notification of and approval by both the Clinical Education Director and clinical site preceptor will render an unexcused absence. Any unexcused absences from a clinical rotation are grounds for failure in that course.

Students exceeding two excused absences within a clinical rotation or eight excused absences in the clinical phase will result in review by the Clinical Education Director and may be referred to the Student Evaluation Committee (SEC).

Attendance at end-of-rotation days on the UD campus is mandatory. Students may contact the Clinical Education Director in advance regarding extenuating circumstances. Students are required to complete the End-of-Rotation Day requirements within 14 days. It is the student's responsibility to learn missed material. Some activities cannot be made up which may result in an unexcused absence, grade deduction, or document of concern. Students with an unexcused absence or an invalid emergency excusal will earn a grade of zero for the End-of-Rotation Day requirements.

Leave of Absence

The MSPAS Program requires students be enrolled in classes on a continuous basis for the entire duration of the program. Exceptions to this are rare and must be formally approved by the Program Director and the SEC.

Students may request a leave of absence when personal (non-academic) circumstances arise, which jeopardize the likelihood for successful completion of their studies. Examples of personal (non-academic) circumstances include medical emergencies, military service or family obligations that impact the ability to progress unimpeded in the program of study. The conditions for return will be documented by the SEC Committee and may include repetition of completed semesters.

Students who request leave must complete an Absence Excusal Form (Appendix E). Absences greater than three days due to illness require that a medical clearance be provided to the Program from the student's healthcare provider, upon return, stating that the student is able to resume all activities fully, without limitation, as required by the Program. Missed classroom time and clinical shifts must be made up. If they cannot be completed during the scheduled course or rotation period, the student will receive an incomplete "I" grade, until the minimum requirements have been met. In the didactic phase, failure to resolve the incomplete grade by the beginning of the following term will result in an SEC meeting to determine status in the program which may include recommendation to withdraw or dismissal. In the clinical phase, progression to the next rotation of a student with an incomplete grade requires approval from the SEC. Any student under treatment for an ongoing issue (including pregnancy) must provide the Program with a medical clearance to continue in the Program.

If time off is needed for chronic health issues and/or appointments, the student must contact the Disability Services Office to arrange accommodations (563.589.3262, Appendix I). A leave of absence that prevents completion of a term must follow procedures for re-admittance to the MSPAS Program.

Any student under treatment for an ongoing issue (including pregnancy) must provide the Program with a medical clearance to continue in the Program.

Students are encouraged to consider all academic, financial, and personal factors that will be impacted by a leave of absence prior to making the request (including tuition, loan repayment, and financial aid). Questions related to financial implications should be directed to the Financial Aid Office.

Student Assessment Process (partial compliance of C3.03)

Student performance is assessed based upon academic performance and demonstrated professionalism, including behavior in the classroom and clinical settings. The evaluation criteria are described in this MSPAS Student Handbook in the Physician Assistant Competencies section. The Student Evaluation Committee (SEC) is the committee tasked with evaluating all aspects of each student's performance and professionalism. The SEC may evaluate a student's performance regardless of when an event(s) triggering review occurs, and shall include the student's overall performance in the evaluation, including prior disciplinary actions and/or remediation. A student may be referred to the SEC by an advisor, faculty/staff member, or the Program Director. Through the review process, the SEC is responsible for examining the concerns cited, evaluating their merits, determining student status, and recommending a course of action.

Additionally, at the end of each term and throughout the clinical phase of the curriculum, faculty evaluate each MSPAS student's grades and professionalism and may refer students to the SEC for further evaluation before making a recommendation regarding progression in the program. All facets of a student's performance are considered when a student is evaluated by the SEC.

An appeals process is established in this MSPAS Catalog and Student Handbook to allow appeals from adverse recommendations when there are sufficient grounds as more specifically provided below in Appendix F.

Grading and Evaluation (partial compliance of A3.17)

Students in the MSPAS program must earn a minimum grade of 77% or Pass in all MSPAS courses, Objective Structured Clinical Examinations (OSCEs), and major exams to pass a course. Any score below a 77% is considered failing. See exception for Clinical Phase End-of-Rotation exams below. Students who fail to maintain a minimum GPA of 3.0 or "Pass" in a Pass/Fail course are referred to the Student Evaluation Committee (SEC), described below. A course grade of 'Pass' will not affect a student's GPA. A course grade of 'Fail' will be counted as a 0 and impact the GPA. An incomplete will not impact GPA. All grades remain on student transcripts; however, the most recent course grade overrides the previous when calculating the GPA for students repeating a course.

Students may track their term and cumulative GPAs by viewing their transcript on MyUD.

The following grading scale will be used; any grade below a “C+” is considered failing:

93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
60% - 62%	D-
0% - 59%	F

Decimals beginning at .5 are rounded up to the nearest whole number.

Written Assignments

Any written assignment will lose 10% of its score each 24 hour period past the date and time it is due or as outlined in the course syllabus. Unless otherwise directed, all papers must conform to the following standards:

- Typed in MS Word in standard 8.5 x 11 inch pages with 1 inch margins all around.
- Typed in Times New Roman size 12 font, double-spaced, with covering title/author page.
- References following AMA style <http://libguides.dbq.edu/PA>
- No more than 20% of the document in attributed quotes. Ellipses may be used to shorten content within quotes.
- Plagiarism is not tolerated.

Testing Policy

Scheduling

All exams must be taken on the scheduled date and time, unless there is prior approval or extenuating circumstance. If a student is unable to take an exam, it is the student’s responsibility to notify the course director of the absence prior to the exam date/time. Tardiness to an exam is unacceptable and considered unprofessional behavior. To minimize disturbances to other test takers, the late student will not be permitted to enter the examination room. The student may contact the course director to request consideration for a make-up exam.

Conduct

During written exams, each student may bring a laptop, two number two pencils, and their student ID to the exam. Scratch paper will be provided and must be returned to the proctor prior to leaving the examination. All personal items are to be moved to the front of the classroom

prior to starting the exam. Food and beverages are NOT allowed in the classroom during exams. Students are not allowed to wear hats or coats during exams.

Students should utilize the restroom facilities prior to the start of an examination. Restroom breaks are highly discouraged as they distract fellow test takers. If a restroom break is needed, only one student will be permitted to leave the room at a given time.

Once a student has completed his/her exam, the student must leave the classroom as quietly as possible. No student will be allowed admittance once the exam has started unless previously arranged with the program.

Unless there is a formatting error, no questions are to be asked during exams. The proctor will not answer content-based questions.

Any student found cheating will be removed from the exam, receive a zero on the exam, and be referred to the Program Director for disposition.

During Objective Structured Clinical Exams (OSCEs) and lab practicals, students are not allowed to talk at or between stations. Students are prohibited from sharing content during or following the exam. Failure to adhere to this policy will result in a score of zero and a Document of Concern.

Post-Exam Review

During the pre-clinical phase, each exam item is analyzed by the course director. Any question in which 50% or more of the class misses is reviewed by the course director for validity to determine if the question should be kept or points adjusted. Any challenges to an exam question should be submitted on test scratch paper to the proctor or by email to the course director in a professional manner within 12 hours of the exam. Once the review is completed and the student has received his/her score via the Moodle course gradebook, students are not permitted to challenge examination questions for a grade change.

For exam security purposes, exam reviews are not routinely offered. Course directors may, at their discretion, provide a topic/concept list of the most commonly missed questions, offer an in-class review, or provide a short window of time to review missed questions on Moodle.

All exams, including OSCEs, are the property of the MSPAS program and will remain in the program's possession. Students may not photograph, photocopy, or otherwise duplicate examination questions at any time including both past and present exams. Students may not use any electronic device to reproduce or make any written notes of the exam questions. Any student caught sharing exam information is subject to dismissal from the program.

Exams

Pre-clinical

A student who fails an exam other than the final exam will receive an email notification of the failure from the Course Director. The student is required to meet with the course director and his/her advisor no later than one week of receipt of the email to discuss the exam failure, and commit to a student plan for improvement, which may include a remediation exam, as contained within the Document of Concern (Appendix G). The Document of Concern will be kept in the MSPAS student's records.

The second time a student fails an exam in the same pre-clinical course the student will meet with the Course Director, advisor, and Academic Director to review standing in the program and review requirements for progression in the program. The student's plan for improvement will be reviewed and revised, if necessary.

A student who fails a third exam in the same pre-clinical course fails the pre-clinical course and is automatically referred to the SEC for disposition, which may result in a recommendation for dismissal.

Clinical End-of-Rotation Exams

Students on track for successful completion of clinical rotation course components are required to take a PAEA End-of-Rotation Course Exam. End-of-Rotation exams will be proctored and held on the UD campus. In the event a student scores below 1.5 Standard Deviations of the national mean (<https://paeaonline.org/assessment/end-of-rotation/statistics/>) on any PAEA end-of-rotation exam, reexamination will be required with the cost borne by the student. Scores are tabulated with a pass rate based on the national mean. To comply with this minimum standard, no grade will be rounded.

Students enrolled in the Clinical phase of the Physician Assistant Program are permitted reexamination one (1) time per course. During the clinical phase, failure of two (2) end-of-rotation exams results in review of the student's performance by the SEC. Additional end-of-rotation exam failures could result in dismissal from the Physician Assistant Program.

The following rules outline the process of exam remediation and reexamination for End-of-Rotation Exams:

1. The student must complete the reexamination prior to the next end of rotation day. The reexamination is scheduled on campus one (1) day prior to the subsequent call-back day. The student will be responsible for the cost of reexamination.
2. The student must achieve a score within 1.5 standard deviations of the national mean to pass a reexamination.
3. Upon successful completion of a reexamination, the student may earn up to a 77% score.

4. If the reexamination score is not within 1.5 SD of the national mean, the student will fail the course.
5. The student is permitted one (1) attempt for an EOR examination in a *remediated* course. If the score is not within 1.5 standard deviations of the nation mean, the student will be referred to the SEC for disposition, which may result in a recommendation for dismissal.

Evaluations

Clinical

Preceptor(s) for each rotation are required to evaluate student performance based on specific competency areas. In each area (Medical Knowledge, Interpersonal & Communication Skills, Clinical and Technical Skills, Clinical Reasoning and Problem-Solving, Professionalism), student performance is rated as "Demonstrates readiness for practice," "Exceeds expectations," "Meets expectations," "Nearly meets expectations," or "Critical deficits." A score below "Meets expectations" equates to performing below the acceptable knowledge and performance levels. Students receiving an evaluation "Nearly meeting expectations" in any domain of an end-of-rotation evaluation results in a remediation plan through a Document of Concern. Students receiving an evaluation with "Critical deficits" in any domain will fail the end-of-rotation preceptor evaluation.

Scores in each of the areas of an End-of-Rotation Preceptor Evaluation are converted to a numerical score. Students must receive an overall score of 77% or higher on the preceptor evaluation with no areas of critical deficits in order to pass the End-of-Rotation Preceptor Evaluation. *It is the student's responsibility to inform/remind the clinical preceptor(s) the importance of timely submissions of evaluations and that the information is part of the academic record.*

If a student has more than one preceptor during a rotation, there is an option to complete a collective final evaluation rather than multiple evaluations. It is the student's responsibility to receive program approval prior to proceeding with arrangements with clinical preceptors.

If the student receives more than one evaluation during a single rotation, the score will be the weighted-average of all evaluations (in the event all evaluations are passing). A grade of less than 77% on **any** end-of-rotation preceptor evaluation constitutes an automatic course failure, affirmed by the course director. Failure of any end-of-rotation preceptor evaluation will result in a course grade of F.

Students failing a course will be referred to the SEC. Failure of a course will result in a delay in graduation. If a student fails more than one course during the program he/she will be dismissed from the program.

Students who believe their grade or evaluation is unjust or inaccurate have the right to an appeal process. A student is obligated first to make a serious effort to resolve the issue with the Clinical Education Director. Under no circumstances should the student dispute a final evaluation or grade with the preceptor.

Student Evaluations

At the end of each course, students are required to complete a course evaluation. (C2.01) Anonymous compilation of the evaluations is provided to course principal faculty, the Program Director, and the Dean. Evaluations are reviewed and used to make improvements in faculty teaching, individual courses, as well as the overall curriculum. Therefore, constructive student feedback is extremely important.

Incomplete Grades (partial compliance of A3.17)

Pre-clinical Phase

All required course assignments must be completed by the end of the term or the student will receive an “Incomplete” (I) for the course. All course work, including remediation, must be successfully completed prior to the start of the next term. Failure to complete the required course work during the specified time may result in a failing grade for the course.

Clinical Phase

A grade of incomplete may be assigned for any missing evaluation, assignment, or examination. Failure to complete course requirements within the prescribed time may result in referral to the SEC.

Program Progression and Graduation Requirements (partial compliance of A3.17)

Student records are reviewed by the SEC prior to progression through each term in the pre-clinical phase and clinical phase. Students must pass all academic courses and program requirements before moving into the clinical phase of the MSPAS program.

The MSPAS Program Director and Student Evaluation Committee will review all student records prior to graduation. All MSPAS program requirements must be met and any outstanding financial balances must be paid prior to the awarding of a diploma. Students who do not graduate are ineligible to take the Physician Assistant National Certifying Examination (PANCE). Before graduation, students must meet all of the following:

1. Pass each required course/rotation with a minimum grade of 77% or Pass in all MSPAS courses;
2. Pass summative examinations (written, practical, oral, simulation, and Objective Structured Clinical Examinations) and presentations in the pre-clinical and clinical phases (C3.04);
3. Comply with the Program “Code of Conduct” and the UD “Value of Integrity”; and
4. Achieve a minimum cumulative GPA of 3.0.

Remediation (A3.17f)

Remediation is a formal process designed to address and correct deficiencies in a student's knowledge, skills, and/or professional behavior. Remediation plans are designed with use of measurable objectives to be completed within a fixed period of time. Should a remediating student fail to meet the terms of the agreed-upon remediation plan, the student will face dismissal.

Remediation is initiated through a Document of Concern (DOC). A DOC acknowledges deficiencies, provides an opportunity to identify barriers, and outlines a corrective action plan agreed upon by the instructor, advisor, and program director. Should a student demonstrate repeated or significant unprofessionalism; or fail an exam, course/rotation, summative exam or other program requirement, a DOC is initiated and may include a remediation plan. The plan is based on individual student deficits as suggested by an instructor, preceptor, faculty and/or Student Evaluation Committee (SEC). Program faculty members are not required to participate in remediation. It is the student's responsibility to secure the resources needed to complete the remediation plan. The DOC remains a part of the student's permanent record. Remediation during the clinical phase may result in a delay in graduation.

Deceleration (A3.17f)

Deceleration is the loss of a PA student from an entering cohort, who remains matriculated in the PA program. Due to the curricular design and academic demands, the UD MSPAS Program does not offer deceleration, a part-time or audit option, nor a reduced course load which extends out the entire schedule of the curriculum. All PA students must take the full required course load and they must take courses in the order they are offered throughout the program.

Probation

Students are automatically placed on academic probation for failure to attain or maintain a 3.0 cumulative term GPA or failure of a Supervised Clinical Practice Experience (SCPE). Students cannot be on academic probation for more than 2 terms consecutively. A student who fails to raise his/her cumulative GPA to a 3.0 or has been placed on probation more than one time will be recommended for dismissal from the program. Students may also be placed on probation at the discretion of the program director with consideration of recommendations from the SEC, particularly as it pertains to professional conduct.

Dismissal (A3.17e)

The MSPAS program, after due consideration and process, reserves the right to dismiss any student at any time before graduation for any reason legal, moral, behavioral, ethical, or academic. Recommendations for dismissal are made by the SEC to the Program Director pursuant to the process described below.

The following conditions may be grounds for dismissal from the program:

1. Inability to raise the cumulative GPA to 3.0 or higher during the probationary period
2. A second failure of the same academic or clinical course

3. Failure of a second course, academic or clinical, at any time during the curriculum;
4. Placement on academic or professionalism probation for a second time during the curriculum;
5. A cumulative GPA of less than 3.0 at the conclusion of the pre-clinical phase
6. Failure to pass the summative OSCE in 2 attempts;
7. Failure to pass the written summative examination in 2 attempts;
8. Inability to improve an “unsatisfactory” professionalism evaluation rating by the end of the probationary period.
9. Insufficient progress towards demonstrating professional behaviors by the end of the pre-clinical and/or clinical phase.
10. Egregious or unresolved professional abilities or behavior issues including failure to complete or comply with action plans outlined in Documents of Concern.

A student recommended for dismissal will receive notification from the Program Director in accordance with procedures outlined in the “Student Evaluation Committee” section. A student may appeal a recommendation for dismissal. The appeal procedure is found in the “Student Evaluation Committee” Appendix F. (Partial compliance of A3.17d)

Withdrawal (A3.17e)

A student may initiate voluntary withdrawal from the UD MSPAS Program. Official withdrawal from the program requires approval from the Program Director and completion of withdrawal documentation by the student. The Withdrawal Form for the MSPAS Program is found in Appendix H. Students who withdraw from the program but desire to return to the program, must re-apply adhering to the MSPAS Admission process outlined on the UD MSPAS website.

Student Evaluation Committee (SEC) (partial compliance of C3.02 and C3.03)

The following describes the processes employed to evaluate MSPAS student academic performance, professionalism, and progression by the SEC.

The purpose of the SEC is:

- To ensure that each student who graduates from the University of Dubuque Master of Science in Physician Assistant Studies program possesses the skills and knowledge necessary to assume the responsibilities of a physician assistant;
- To evaluate academic performance in the required curriculum, to assess advancement, and to recommend appropriate intervention in the event of unacceptable academic performance; and
- To evaluate personal qualities which bear on a student’s professionalism and fitness to become a physician assistant, and to recommend appropriate intervention.

The SEC relies upon the cooperation, advice, and judgment of faculty and administrators to perform these duties.

The SEC meets regularly to review student performance and students may be asked to meet with the SEC as outlined in Appendix F. Any member of the PA program faculty/staff may identify a student having difficulty meeting program requirements. If such a deficiency is identified, as outlined below, the committee will determine a plan to further review the student's performance based on the faculty/staff member's feedback. The student will be notified of concerns/deficiencies through a Document of Concern. The student's performance will be reviewed and reported at subsequent SEC meetings.

A Program Deficiency may include but is not limited to the following conditions:

1. Failure of two or more examinations in a term
2. Failure of a course within a term
3. Failure to achieve at least a C+ or higher in every course
4. Failure to maintain a cumulative grade point average of 3.2 in all PA program coursework
5. Failure to meet attendance requirements
6. Below expectations on a mid-rotation or final-rotation preceptor evaluation
7. A pattern of below expectations on assignments
8. Failure to demonstrate clinical competence commensurate with the level of training in the PA program
9. Improprieties in academic integrity
10. Failure of the summative OSCEs
11. Failure of the summative written examinations
12. Failure to meet professional and technical standards

All Program Deficiencies are referred to the SEC for review at regularly scheduled meetings or referred to the Program Director for further consideration.

The SEC process, rules and regulations are found in Appendix F.

Student Policies

Professionalism Policies (partial compliance of C3.02)

In addition to content knowledge, professional behaviors and attitudes are considered to be a part of students' academic performance. Attendance, tardiness, participation in class discussions, courtesy to and consideration for speakers, faculty, preceptors, staff and fellow students are markers of professional behavior and attitudes. UD MSPAS Program expects students to maintain the highest standards of professional conduct.

Students are required to follow the rules of conduct, policies, and procedures outlined in the MSPAS Student Handbook and those established at affiliated facilities. Developing these standards is a lifelong process which continues as an integrated component of the MSPAS student's

education in the MSPAS program. With this as a fundamental principle, the MSPAS program does not tolerate violations of ethical and moral values and professional conduct.

MSPAS students are required to abide by the MSPAS Code of Academic Integrity, the University of Dubuque Student Code of Conduct, the applicable policies and procedures of the MSPAS Program, and the policies and procedures of institutions with which MSPAS has affiliation agreements. In addition to abiding by the policies and procedures of UD and specifically of the MSPAS program, MSPAS students are expected to abide by the American Academy of Physician Assistants' Guidelines for Ethical Conduct for the Physician Assistant Profession, which can be found in the Policy Manual page 184: <https://www.aapa.org/about/aapa-governance-leadership/house-of-delegates/policy-manual-papers-and-forms/>

Violations by a MSPAS student of any of the above policies or procedures are reviewed and processed by the Program Director and/or the SEC as provided in this MSPAS Student Handbook.

MSPAS students must demonstrate professionalism in their attitude and interpersonal skills with all members of the University community. MSPAS students are representatives of the Program, the University, and the profession, and a high standard of professional ethics is required at all times. Any evidence of unprofessional activity will be grounds for disciplinary action, including dismissal from the Program. Students are expected to be cognizant of their behavior at all times and embrace the professional responsibility that comes with being a University of Dubuque MSPAS student.

Student professionalism is evaluated each month by the faculty during regularly scheduled SEC meetings. Methods utilized may include the PA Professional Competencies, Technical Standards, Preceptor Evaluations and Professionalism Evaluation Tool. Students complete a self-evaluation of professionalism during the pre-clinical and clinical phases to monitor growth.

Student Code of Conduct

The MSPAS program adopts the UD Community Values and Behavioral Expectations as its Student Code of Conduct. All MSPAS students are expected to abide by this code. Students are responsible for seeking clarification on any of the policies of the UD Community Values and Behavioral Expectations, or any policies herein, should they require it at any time throughout their tenure in the MSPAS program. The Student Code of Conduct can be found in the University's Graduate Studies Catalog and Handbook (copy and paste link, page 122): <https://www.dbq.edu/media/Academics/Registrar/2019-20-Graduate-Studies-and-Handbook.pdf>.

Classroom and Clinical Site Conduct

MSPAS students, staff, faculty, administrators, and preceptors all are responsible for ensuring appropriate student conduct. Professional conduct is required of MSPAS students within and outside the classroom and clinical rotation sites. Students should interact with peers and

patients with respect and courtesy, and should refrain from behavior that interferes with another's ability to learn or to teach.

Students should arrive on time for class. Should tardiness be unavoidable, students should enter the classroom quietly. Students should not leave the classroom during a lecture. Students should not use electronic devices for anything other than note taking. Students should refrain from making noise or from participating in distractions during class. Students should not bring animals (except certified companion animals) or other non-student humans to class. Students should avoid bringing food and extraneous items into the classroom and are responsible for cleaning up after themselves. Failure to do so will result in loss of privileges including beverages/food in the classroom and access to the student lounge.

Failure to practice appropriate professional conduct may result in students being asked to leave the classroom or any other learning or clinical environment. Students are immediately referred for review to the SEC should any allegation be made regarding unethical or unprofessional conduct.

Dress Code

As representatives of the medical profession, all MSPAS students are expected to convey a professional demeanor in behavior, dress, and appearance. A professional image conveys credibility, trust, respect, and confidence to one's colleagues and patients. In all educational settings—classroom, laboratory, and clinical environments—students are expected to be clean, well groomed, and appropriately dressed.

The dress code applies at all times when the student is on campus and to any situation in which patient-care activities occur or the occurrence of direct patient or health care professional contact can be reasonably assumed. These instances include, but are not limited to, all clinical experiences. In the absence of a stated policy for an individual course or setting, the following dress code applies:

General Personal Care

- Good personal hygiene should be maintained; Body odor is unacceptable.
- Hair should be neat and clean. Hair longer than shoulder length should be secured if close contact with patients is anticipated. Beards and mustaches must be clean and well groomed; Unnatural appearing hair color is not acceptable;
- Hats should be removed when entering the classroom;
- Perfume or cologne are not permitted;
- Fingernails should be clean, neatly trimmed, and short, as longer nails will perforate surgical gloves. Acrylic nails are not permitted;
- Tattoos should be covered with clothing during OSCEs and any off-campus clinical experience; and
- Piercings are only permitted in pierced ears; jewelry is not permitted to be worn in pierced noses, lips, tongues, or any other exposed body part during OSCEs and any off-campus clinical experience.

Attire for the pre-clinical /classroom setting

- Clean, casual clothing should be worn by all students;
- Shoes/sandals need to be worn at all times;
- Undergarments should not be visible; and
- Belts should be worn when necessary;
- Dress leggings (ie. not spandex) are only allowed with a shirt or dress that is long, reaching at least mid-thigh.

Attire for the anatomy laboratory setting

- Clean scrubs should be worn along with closed-toe shoes;
- Hair should be gathered so that it does not dangle onto patients or cadavers; and
- Faculty may address additional requirements for student attire for the laboratory setting.

Attire for the clinical laboratory setting

- Female students are asked to wear shorts and a sports bra and tank top, and male students are asked to wear shorts and a tank top.

Attire for the clinical setting

- Short, clean, and pressed white coats with the MSPAS logo should be worn;
- Closed-toe shoes (with socks/stockings) should be worn;
- Men should wear collared dress shirts; and
- Name badges should be worn.
- Additional policies as outlined by the clinical site

Inappropriate attire for classroom, laboratory, or clinical settings

- Hats, bandanas, hoods, or head scarves (except if considered as part of religious or cultural dress) are not permitted;
- Pajamas, scrubs (unless otherwise specified), and exercise attire are not permitted;
- Tank, mesh, halter, or tube tops are not permitted. Low-cut, spaghetti strap, and belly shirts are not permitted;
- Shorts and inappropriately short skirts are not permitted;
- Shoes must be worn; and
- Shirts with inappropriate or vulgar lettering or messages are not permitted.

Clinical Sites and Responsibilities

Progression to the Clinical Phase requires approval through a background check (cost borne by the student); documentation of current immunization and titers including an annual influenza vaccine; and training in Health Insurance Portability and Accountability Act (HIPAA), Occupational Safety and Health Administration (OSHA), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS). Students may be required to submit additional background

checks, drug screens, and training required by individual rotation sites. Failure to complete the above requirements may delay the start of clinical rotations and may ultimately delay a student's graduation. The Iowa Board of Medicine will not license anyone with a criminal record, and local hospitals will not allow students with a criminal record to participate in clinical rotations.

The MSPAS program and ARC-PA regulations require formal affiliation agreements between the MSPAS program and all clinical sites. Clinical site selection and approval rests with the MSPAS program.

Students are prohibited from soliciting clinical rotation experiences. Student solicitation of preceptors and/or clinical sites is a violation of MSPAS policy. All communication regarding clinical site recruitment and placement assignments must go through the Office of Clinical Education, initiated with the Clinical Placement Director. Unless instructed otherwise, students are not to directly contact affiliated and nonaffiliated clinical sites. Failure to adhere to this policy may result in an SEC meeting and dismissal from the program. (partial compliance of A3.03)

Students may suggest a nonaffiliated site or qualified practitioner interested in precepting for the program via an online submission form (<https://app.smartsheet.com/b/form/f33b064b67a94400a16fec28f45119b2>) to the Clinical Placement Director, no later than 100 days prior to the rotation start date. Requests made in an alternate way will not be considered. MSPAS may decline or pursue the suggestion. Students submitting suggestions are not guaranteed to be placed in the clinical rotation. Affiliation depends on the MSPAS program's approval of the site and ability to secure an affiliation agreement. All affiliation agreements are subject to requirements set forth by ARC-PA and the MSPAS program. The MSPAS program ensures clinical sites provide clinical instruction, education, and experiences requisite to a master's level physician assistant education.

Final placement at a clinical site is entirely at the discretion of the MSPAS program with consideration of a variety of factors, such as:

- Quality of the practice for educational purposes
- Student performance
- Preexisting student professional relationship with the preceptor
- Potential for future clinical rotations at the site or with the preceptor
- Student level of professionalism and conduct
- And/or other factors

The clinical phase of the MSPAS program is an intense training period that takes place in a variety of clinical settings including, but not limited to, outpatient clinics; private practice clinics; community hospitals; and federal government facilities. Clinical rotations are scheduled according to site availability, site location, and program requirements. Although the program strives to provide clinical rotations within an 80 mile radius, students should expect to be assigned to geographically diverse and distant locations throughout the clinical phase.

Reasonable efforts are made to accommodate student preference; the MSPAS program cannot guarantee any or all student preferences will be honored.

MSPAS students are responsible for their housing and transportation to and from clinical sites. Inability to travel to a particular site is not considered an acceptable reason for a request to change any rotation.

The Clinical Placement Director and Clinical Education Director control student placement of clinical rotations including the locations and order of rotations, preceptor assignments, and the elective settings. Students will have an opportunity to provide the program with preferred medical specialties for consideration; however, there is no guarantee students will be placed in their preferred disciplines. Circumstances may arise that require changes to a student's clinical rotation schedule. Should changes be necessary, students will be informed as soon as possible; however in rare cases advance warning may not be possible.

Clinical sites may have requirements beyond those set by UD MSPAS. For example, clinical rotation sites may require additional immunizations, drug testing, or site-specific orientation. Students are responsible for ensuring compliance and completion of site specific requirements at their expense.

During clinical rotations, students are not allowed to substitute for, or function as, clinical or administrative staff (A3.06). Any student asked to perform administrative or clinical activities that are the responsibility of the preceptor are obligated to inform the MSPAS program immediately. Failure to do so will result in recommended disciplinary action up to dismissal from the program.

Students must be clearly identified as PA students in clinical setting at all times. Student photo ID badges will be provided prior to the clinical phase. These IDs are to be worn at all Program-related activities (both on and off campus) that relate to training as a UD PA student. PA students must be clearly identified in the clinical setting to distinguish them from physicians, medical students, and other health profession students and graduates. While in the Program, students may not use previously earned titles (i.e. RN, MD, DO, PhD, PharmD, etc.) for identification purposes. (B3.01)

Any student who fails to comply with an assigned clinical rotation schedule will receive a Document of Concern to be included in their permanent record and may warrant a review by the SEC. The student should also expect a disruption in his/her rotation schedule and potential delay in completion of the clinical phase.

Patient Confidentiality

MSPAS students are expected to respect the rights of patients, including the rights to privacy and confidentiality, and shall maintain the privacy and security of all patient records and information in accordance with UD and MSPAS policies, the policies of affiliated clinical hospitals and

facilities, and state and federal law. As a member of the patient care team, MSPAS students have access to health information that is protected from disclosure under state and federal law including patient medical and/or demographic information. The MSPAS program and each MSPAS-affiliated hospital and clinic is subject to the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and has developed HIPAA privacy and security policies to prevent unnecessary and inappropriate disclosures of health information (<http://www.hhs.gov>). MSPAS students are required to abide by HIPAA privacy and security policies and receive education and training to understand the requirements of policies and law. Student participation in training is monitored by the MSPAS program office. In general, protected health information may not be discussed or disclosed to anyone—either verbally, in writing, or electronically—unless this disclosure is necessary to perform the student’s duties and responsibilities. MSPAS students may not review medical records or access electronically stored patient information unless such review is required in the performance of assigned duties. Students are responsible for maintaining the confidence of patients by sharing confidential information only with others who need to know and by handling any documentation of information in a manner that maintains its confidentiality. MSPAS students may be required to submit a signed confidentiality statement during their clinical phase. Students should note that the HIPAA privacy and security policies apply to all student–patient interactions in formal curricular, extracurricular, or even in volunteer contexts.

Inappropriate disclosure of protected health information (PHI) is a serious matter that reflects adversely on a MSPAS student’s professionalism and fitness to become a physician assistant. The following basic rules are considered fundamental requirements for UD MSPAS students at all times:

- Under no circumstances should any protected health information be accessed (read or copied) in the absence of a requirement for performance of duties;
- Health information obtained while providing clinical care duties may not be discussed with others unless (a) such individuals are involved in the treatment of that patient or (b) it is necessary to fulfill educational objectives required of the student;
- Patient logging completed during clinical rotations should not include identifiable patient information to ensure HIPAA compliance;
- Once confidential information is on paper and in a MSPAS student’s hands, he/she is responsible for appropriate disposition: (a) distribute to authorized persons only, (b) file securely, or (c) destroy;
- Medical professionals do discuss cases in wider audiences, so long as the patient is de-identified and details sufficiently common or modified as to preclude patient identification by the audience;
- Unauthorized access or disclosure of PHI may result in federal civil/criminal penalties and/or disciplinary action by the University of Dubuque; and
- Students are required to notify the Clinical Education Director of any HIPAA violations.

Section V: Student Activities, Organizations, and Services

Class Officers

Each MSPAS class shall elect class officers by the 10th week of their first semester.

Class President:

The class president has the following primary duties:

1. To serve as a student representative on the Curriculum Committee. This committee is charged with evaluation and critique of the curriculum and supporting resources with suggestions and plans for improvement. It is expected that the class president will gather and relay student concerns and suggestions regarding current curriculum and resources to the committee for consideration.
2. To serve as chief organizer of any class activities the class agrees to sponsor, eventually including reunions of alumni.
3. To serve as chief officer of the MSPAS class Executive Board and representative for incoming classes.
4. To serve as class representative when needed by UD for broader University functions.

Class Vice-President:

The class vice-president has the following duties:

1. Organize and coordinate events and class activities, in collaboration with the President and other Executive Board members, while serving as lead organizer of UDPA program social events on campus (Orientation week, PA Potlucks, Holiday events).
2. Assist the President with primary organization of Annual PA Week event and/or other outreach events.

Class Treasurer:

The class Treasurer has the following duties:

1. Investigate grant opportunities and draft initial grant proposals.
2. Investigate fundraising opportunities, as well as UD specific rules about fundraising.
3. Act as lead organizer of fundraisers with support from other executive board members.

Class Secretary:

The class Secretary has the following duties:

1. Record Executive Board meeting minutes.
2. Assist with social media advertising/production of flyers for public events under the direction of the MSPAS Program.

3. Collect information from IPAS representatives and distribute to class.
4. Manage class calendar
5. Be responsible for managing records of class volunteering hours/submit them to the program director.
6. Be responsible for managing event volunteer recruitment/sign-ups (i.e. STEM Festival, fundraising, PA Week event)

Professional Organizations

MSPAS students will become student members of the following professional organizations:

- American Academy of Physician Assistants (AAPA). The Student Academy of the American Academy of Physician Assistants (SAAAPA) is the student chapter of AAPA. Membership in the SAAAPA can keep students abreast of important and current issues affecting PA education and practice.
- Iowa Physician Assistant Society (IPAS) is a state chapter of AAPA.

UD Student Services (partial compliance of A3.10)

To provide timely access and referral of students to services addressing personal issues which may impact the student's progression in the PA program, the University provides all students access to Counseling and Life Services, Health Services, and the Academic Success Center. A complete list of services and contact information can be found in Appendix I. Student Services information can also be found on the UD website (<http://www.dbq.edu/CampusLife/InformationforStudents/>).

Academic and Career Counseling
Alumni Relations
Bookstore
Campus Ministry
Counseling and Life Services
Financial Counseling/Aid
Food Services
Health Services
Library
Lost and Found
Post Office/Print Room
Student Accounts
Safety and Security
Technology Services

Student Record Policies

MSPAS retains all student educational records in accordance with federal and state requirements and UD Board of Trustees regulations.

Educational Records and Personally Identifiable Information

The Family Educational Rights and Privacy Act (U.S. Public Law 93-579; FERPA) defines educational records, and governs students' rights of privacy and access to their educational records. For additional information on the University of Dubuque's FERPA and personally identifiable information policy, please see Appendix K.

Student Employment (A3.14h, A3.04)

The MSPAS program discourages students from holding outside employment while enrolled in the pre-clinical or clinical years. In the case that a student finds it necessary to hold outside employment while taking courses or during clinical rotations, he/she should speak to his/her assigned faculty advisor. Expectations, assignments, and due dates are not changed for students who are employed. Students will not be excused from a scheduled or rescheduled class, lab, or workshop that conflicts with outside employment during the program hours of Monday through Friday, 8 AM – 5 PM. Students are not permitted to be employed by any program-affiliated clinical education sites during the clinical phase.

Student Work to Benefit the MSPAS Program (A3.05)

MSPAS students are not allowed to work on behalf of the MSPAS program in any clerical, administrative, or instructional capacity. While students may be asked to volunteer for a particular task or activity, students are not obligated to do so. Students who choose to volunteer do not receive remuneration for the task completed.

Nepotism and Fraternization

Occasionally students request to schedule a supervised clinical experience with a friend or relative (who is also a health care provider) that will serve as the preceptor. Due to the potential for personal relationships to interfere with the clinical evaluation process, which is both objective and subjective in nature, such rotation arrangements are prohibited.

The PA student should maintain a professional relationship with the preceptor and all clinic personnel at all times and adhere to appropriate professional boundaries. Social activities and personal relationships outside of the professional learning environment should be avoided so as not to put the student or preceptor in a compromising situation. Contact through web-based social networking sites should be deferred until the student fully matriculates through the educational program.

Students with Disabilities

University of Dubuque Policy on Reasonable Accommodation for Qualified Students with Disabilities. The policy below is a shortened form of UD's full policy. For the full text, please visit: www.dbq.edu/academics/academicsupportsuccess/disabilityservices/.

The University of Dubuque (UD) encourages qualified students with disabilities to fully participate in the community of the University of Dubuque. All faculty, staff, and administrators will actively support qualified students with disabilities in all the University's educational programs, services, and activities. UD prohibits unlawful discrimination against qualified students with disabilities.

Social Media Policy

Social media refers to a variety of internet-based programs that allow users the ability to create and publish online content (text and photos) about themselves or others. Subject to applicable UD policies, and state and federal laws regarding the use of such technologies for transmitting protected information, the MSPAS program welcomes the responsible use of social media technologies to support and engage learning and for effective outreach to the global community. Professional platforms (LinkedIn, Doximity, ResearchGate, etc.) are encouraged by the MSPAS Program; however, Program Faculty/Staff will not connect with students on these platforms until completion of the pre-clinical phase. Please refer to Appendix L to review the full Social Media Policy.

Due Process Policies

MSPAS Non-discrimination Policy and Discrimination Complaint Procedures

The University of Dubuque does not discriminate on the basis of race, color, national origin, sex, handicap, disability, sexual orientation or age. Any violations of such should be reported to the Director of Human Resources.

In addition, the University of Dubuque strives to foster respect for the dignity and worth of all members of the University community by providing an educational and professional environment free of unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct that is oppressive or intimidating. The University has a zero tolerance policy regarding sexual harassment. The UD Sexual Harassment Policy can be found on the University of Dubuque website as follows: <http://www.dbq.edu/media/AboutUD/Title-IX-Policy.pdf>.

Grievances

Students wishing to file a grievance should do so through the following offices:

- Academic Issues: Program Director, PA Office Suites, Linda Chlapaty Hall
- Co-curricular Issues: Dean of Student Life, Peters Commons

If a student is unsure of who to contact or how to proceed, the student should consult the Office of Graduate Studies (121 Severance Hall).

The Grievance Policy and Procedure can be referenced in Appendix P.



Appendix A— Courses and Course Descriptions

Master of Science in Physician Assistant Studies

Courses and Course Descriptions

PA 611 – Anatomy (6 credits): PA 611 Anatomy is a clinically oriented course in which descriptive and surface anatomy are correlated with diagnostic imaging and physiology. The objective is to provide students with hands-on experience in the study of the structure and function of the human body. It will prepare the student for intensive study of the clinical presentation, pathophysiology, and recognition of various diseases and anomalies in the population.

Prerequisites: none. At the end of this course, the student will be able to:

- Define anatomic terms and relationships that are acquired through lectures, diagnostic imaging, cadaver dissection and discussions and use them appropriately in describing disease states relevant to the adult population.

- Describe the structural manifestations of diseases by discriminating abnormal from normal anatomic findings in order to assess disease states and manage patients.
- Combine anatomic pathology with previous learning in order to predict specific clinical manifestations as they affect the patient's well-being as a whole entity.
- Show appropriate ethical behavior in handling human remains and maintaining the confidentiality of the deceased.

PA 612 – Physiology I (4 credits): PA 612 Physiology I is an integrated primary core course, foundational to physician assistant instruction. It involves an intensive study of physiology relevant to the clinical presentation, pathophysiology, and recognition of various diseases and anomalies in the population. The course assumes and incorporates prior and current learning in the basic sciences, anatomy, ancillary diagnostics and medical terminology. Prerequisites: none. At the end of this course, the student will be able to:

- Explain the workings of structures learned in anatomy in regards to their functional interrelationships and contributions to other organ systems and overall health.
- Describe the etiology, pathogenesis, and functional manifestations of diseases that affect specific organ systems of the body in terms of deviations from normal function.
- Demonstrate skill in laboratory test selection and interpretation to make judicious and cost-effective use of the clinical laboratory to solve clinical problems.
- Combine physiology and pathophysiology with previous learning in order to predict specific clinical manifestations as they affect the patient's well-being as a whole entity.

PA 613 – Clinical Assessment I (4 credits): PA 613 Clinical Assessment I is the first of two courses designed to instruct students in comprehensive history taking and physical exam assessments, along with proper documentation of these components in the medical record. Students are introduced to the sequential process and skills involved in history taking and physical examination techniques, while integrating concepts of effective communication and basic knowledge of human anatomy and physiology. The course emphasizes the "normal" physical exam assessment, while also introducing students to assessment techniques for the most common abnormal physical exam findings. Prerequisites: none. At the end of this course, the student will be able to:

- Outline the components of a full and focused medical history as they would be documented in a medical record.
- Classify each aspect of the OPQRSTA used in the history of present illness.
- Summarize examples of appropriate / skilled patient interviewing techniques.
- Discuss adaptive interview techniques that can be utilized to address challenging patient situations.
- Outline the components of a comprehensive and focused physical examination as they would be documented in a medical record.

- Explain the various exam techniques utilized to accurately assess each organ system included in the full physical examination.
- Conduct a full head to toe examination comprising selected organ systems.
- Differentiate normal from abnormal physical examination findings.
- Characterize the variety of examination techniques utilized to evaluate abnormal physical exam findings.
- Participate in an interdisciplinary team including, but not limited to, nurses, physical and speech therapists, podiatrist and physician to demonstrate knowledge and appreciation of patient-centered care teams.

PA 614 – Lab Interpretation (2 credits): PA 614 Lab Interpretation introduces the student to medical laboratory testing including test indications, specimen collection, test methods, costs, diagnostic ranges, and the implications of test results. The goal is to develop the foundation for later student competency in proper selection, ordering, and interpretation of laboratory tests as part of the Integration into Clinical Concepts I – III courses in subsequent terms. Prerequisites: None. At the end of this course, the student will be able to:

- Describe the characteristics of common laboratory tests, including their required specimens, costs, indications, methodology, and pitfalls.
- Formulate and execute a laboratory diagnostic workup for a patient presenting for evaluation.
- Evaluate laboratory results to determine appropriate next-level investigation or treatment plans as indicated.

PA 621 – Medical Microbiology & Infectious Disease (4 credits): The Medical Microbiology & Infectious Disease course builds upon undergraduate microbiology to integrate knowledge of pathogens with clinical syndromes, their presentation, course, and outcomes. It includes the study of epidemiology, modes of transmission, and preventive measures as related to infectious disease. By the end of this course, students will be able to identify organisms involved in clinical syndromes, their behavior, and the concepts involved in diagnosis and treatment in the human host. Prerequisites: All Fall-1 PA courses. By the end of this course, students will be able to:

- Identify common infectious diseases and the appropriate medical management of such infections.
- Describe the basic aspects of immunity, antigen processing, and autoimmunity.
- Apply knowledge about risk factors, modes of transmission, and epidemiology to diagnose infectious diseases of medical importance.
- Interpret the clinical features of infectious diseases; the results of laboratory or radiologic investigations; the medical implications, and identify and evaluate a differential diagnosis of the most likely causative microorganisms.

- Differentiate between non-threatening and life-threatening infectious diseases syndromes, including possible bioterrorism events.
- Apply the principles of infection control to choose appropriate measures that prevent and reduce nosocomial infections.

PA 622 – Physiology II (4 credits): PA 622 Physiology II is the continuation of PA 612 Physiology I, involving an intensive study of physiology relevant to the clinical presentation, pathophysiology, and recognition of various diseases and anomalies in the population. Physiology II concentrates on the renal, gastrointestinal, and endocrine systems. Prerequisites: All term 1 PA courses. At the end of this course, the student will be able to:

- Explain the workings of structures learned in anatomy in regards to their functional interrelationships and contributions to other organ systems and overall health.
- Describe the etiology, pathogenesis, and functional manifestations of diseases that affect specific organ systems of the body in terms of deviations from normal function.
- Demonstrate skill in laboratory test selection and interpretation to make judicious and cost-effective use of the clinical laboratory to solve clinical problems.
- Combine physiology and pathophysiology with previous learning in order to predict specific clinical manifestations as they affect the patient's well-being as a whole entity.
- Describe how specific physiologic problems, possible treatments and the patient's chosen level of participation in their care can determine treatment outcome when practicing patient-centered care.

PA 623 – Pharmacology in Disease Pathology I (2 credits): PA 623 Pharmacology in Disease Pathology I for PA students is presented in the spring semester of the first year pre-clinical learning segment in conjunction with PA 624 Clinical Medicine I. These lectures are integrated with the appropriate organ or disease systems in which an appreciation of the pathophysiology is helpful for understanding the basis of use of a class of drugs in a particular disease. Examples are anticholinergic drugs in the Autonomic Nervous System section, antifungal agents in the Antimicrobial section, etc. Prerequisites: All term 1 PA courses. By the end of this course, students will be able to:

- Apply pharmacodynamic and pharmacokinetic principles that describe drug actions in humans.
- Compare and contrast the specific pharmacology of the major classes of drugs against each other.
- Identify important distinctions among members of each drug class in relation to the organ systems they affect and the diseases for which they are used therapeutically.
- Compare and contrast the risks and benefits of pharmacologic therapy for major classes of drugs.
- Recognize the role of molecular, genetic and pharmacogenomic principles in pharmacotherapeutics and drug development.

- Use medical literature to evaluate drugs in the context of evidence-based medical practice.

PA 624 – Clinical Medicine I (4 credits): PA 624 Clinical Medicine I for PA students is the first of a three-course sequence reviewing the epidemiology, pathophysiology, clinical manifestations, diagnosis and management of the most common diseases in humans. This first course in the series concentrates on dermatology, otolaryngology, ophthalmology, pediatrics, geriatrics and women’s health. Prerequisites: All term 1 PA courses. At the end of this course, students will be able to:

- Describe the most common diseases of each system discussed in terms of the following seven dimensions: epidemiology, pathophysiology, clinical manifestations, diagnostic studies, differential diagnosis, therapeutics, management, and prognosis.
- Synthesize data from the epidemiology, patient history, physical history, physical examination and diagnostic studies in order to make an appropriate list of diagnostic possibilities.
- Evaluate the diagnostic possibilities of a given patient case and prioritize the appropriate steps in management.

PA 625 – Clinical Assessment II (3 credits): PA 625 Clinical Assessment II is a continuation of PA 613 Clinical Assessment I, designed to instruct students in comprehensive history taking and physical exam assessments, along with proper documentation of these components in the medical record. The course emphasizes the “normal” physical exam assessment, while also introducing students to assessment techniques for the most common abnormal physical exam findings in the areas of the nervous and reproductive systems, women’s health, geriatrics, and pediatrics. Prerequisites: All term 1 PA courses. At the end of this course, the student will be able to:

- Outline the components of a full and focused medical history as they would be documented in a medical record.
- Classify each aspect of “OPQRST” mnemonic used in the history of present illness.
- Summarize examples of appropriate / skilled patient interviewing techniques.
- Discuss adaptive interview techniques that can be utilized to address challenging patient situations.
- Outline the components of a comprehensive and focused physical examination as they would be documented in a medical record.
- Explain the various exam techniques utilized to accurately assess each organ system included in the full physical examination.
- Conduct a full head to toe examination.
- Differentiate normal from abnormal physical examination findings.
- Characterize the variety of examination techniques to evaluate abnormal physical exam findings.

- Participate in an interdisciplinary team, including, but not limited to, nurses, clergy and holistic practitioners, to develop knowledge and appreciation of spirituality in patient care.

PA 626 – Clinical Skills I (3 credits): This course is the first in a two-course series designed to provide students with an overview of the necessary skills and procedures needed for clinical practice as a Physician Assistant. It allows students to develop the diagnostic and therapeutic skills required to provide proficient care throughout their future careers. This course includes both lecture and laboratory components. Lectures provide the foundation necessary for students to interpret various diagnostic studies, safely perform clinical procedures, and further enhance communication and physical examination skills. At the end of this course, the student will be able to interpret EKG & imaging studies, provide life support, perform minor invasive procedures using sterile technique, and inform and obtain consent from patients. Prerequisites: All first-semester PA courses. At the end of this course, the student will be able to:

- Interpret normal as well as abnormal findings on electrocardiograms (EKGs).
- Demonstrate the initial steps of resuscitation with Basic Life Support (BLS), ACLS, & PALS techniques..
- Analyze and interpret basic radiological studies.
- Perform common clinical procedures.
- Explain the indications and possible complications of various clinical procedures.
- Demonstrate how to obtain appropriate informed consent for various clinical procedures, and provide quality patient education for patients undergoing clinical procedures.

PA 627 – Integration into Clinical Concepts I (4 credits): PA 627 Integration into Clinical Concepts I is the first of a three-course sequence devoted to providing students the opportunity to translate knowledge gained in concurrent didactic curriculum courses to clinical problems and to clinical decision making. Prerequisites: All term 1 PA courses. At the end of this course, students will be able to:

- Elicit a complete and accurate patient history including past medical history, family history, and social history.
- Select and describe appropriate physical examination components based on a presenting history and knowledge of underlying anatomy.
- Synthesize and orally present a coherent description of the patient's clinical condition based upon the information obtained.
- Create clear and accurate documentation of a full H&P and of an appropriately focused H&P.

PA 631 – Pharmacology in Disease Pathology II (2 credits): Pharmacology in Disease Pathology II for PA students is a co-requisite in the Summer Semester with PA 632 Clinical Medicine II. These lectures are integrated with the appropriate organ or disease system in which an appreciation of the pathophysiology is helpful for understanding the basis of use of a class of drugs in a

particular disease. Prerequisites: All 1st and 2nd term PA courses. At the end of this course, students will be able to:

- Apply pharmacodynamic and pharmacokinetic principles that describe drug actions in humans.
- Compare and contrast the specific pharmacology of the major classes of drugs. Identify important distinctions among members of each drug class in relation to the organ systems they affect and the diseases for which they are used therapeutically.
- Compare and contrast the risks and benefits of pharmacologic therapy for major classes of drugs.
- Describe the role of molecular, genetic and pharmacogenomic principles in pharmacotherapeutics and drug development.
- Use medical literature to evaluate drugs in the context of evidence-based medical practice.

PA 632 – Clinical Medicine II (4 credits): Clinical Medicine II for PA students is the second of a three-course sequence reviewing the epidemiology, pathophysiology, clinical manifestations, diagnosis and management of the most common diseases in humans. This second course in the series concentrates on cardiovascular and respiratory diseases as well as neurology, rheumatology, and travel medicine. At the end of this course, students will be able to describe common illnesses and their treatments encountered in cardiology, pulmonology, rheumatology, neurology and travel medicine prior to actual clinical experience. Prerequisites: All 2nd term PA courses. At the end of this course, students will be able to:

- Describe the most common diseases of each system discussed in terms of the following seven dimensions: epidemiology, pathophysiology, clinical manifestations, diagnostic studies, differential diagnosis, therapeutics, management and prognosis.
- Synthesize data from the epidemiology, patient history, physical examination and diagnostic studies in order to make an appropriate list of diagnostic possibilities.
- Evaluate the diagnostic possibilities of a given patient case and prioritize the appropriate steps in management.
- Participate in an interdisciplinary team including, but not limited to, nurses, dieticians, hospice, PT/OT/speech, administration and physicians to demonstrate knowledge and appreciation of patient-centered care teams.

PA 633 – Integration into Clinical Concepts II (3 credits): PA 633 Integration into Clinical Concepts II is the second of a three-course sequence devoted to providing students the opportunity to translate knowledge gained in concurrent didactic curriculum courses to clinical problems and to clinical decision making. Prerequisites: All 1st and 2nd term PA courses. At the end of this course, students will be able to:

- Articulate the underlying anatomical, physiological, pathophysiological, microbiological and /or infectious disease concepts related to select clinical cases. Select and describe

appropriate physical examination components based on a presenting history and knowledge of underlying anatomy, physiology, and pathophysiology.

- Propose and justify appropriate additional studies and tests, where appropriate, to facilitate formulation of an appropriate differential diagnosis for select clinical cases.
- Synthesize historical and physical examination data to formulate an accurate assessment and appropriate differential diagnosis for select case-based scenarios.
- Orally present a coherent description of the patient's clinical condition based upon the clinical information obtained.
- Create clear and accurate documentation of appropriately focused H&P, assessment and plan.

PA 634 – Behavioral Health (3 credits): PA 634 Behavioral Health for PA students is a foundational course prior to a clinical rotation in psychiatry and involves study of normal and abnormal behavior and of strategies to prevent, treat, and rehabilitate patients with mental disorders. Students will develop the necessary skills to evaluate and manage psychiatric and behavioral health conditions commonly seen in primary care settings. At the end of this course, students will be able to:

- Explain how age, culture, ethnicity, class, gender, aging, chronic illness, death, and dying affect health-centered encounters.
- Define, assess, and properly record aspects of a general history and physical, which provide information relating to possible mental health problems.
- Create a differential diagnosis and select the most likely diagnosis of a given patient behavior and prioritize the appropriate steps to management.
- Describe ethical approaches toward helping and treating culturally diverse patients appropriate to their lifestyles and needs.
- Discuss the various mental health provider types and their roles in meeting the needs of patients with a variety of mental health concerns.

PA 641 – Clinical Medicine III (4 credits): PA 641 Clinical Medicine III for PA students is the third of a three-course sequence reviewing the epidemiology, pathophysiology, clinical manifestations, diagnosis and management of the most common diseases in humans. This third course in the series concentrates on infectious disease, gastrointestinal and genitourinary systems, renal disease, orthopedics, hematology and oncology, endocrine disorders and emergency medicine. Prerequisites: All 3rd term PA courses. At the end of this course, students will be able to:

- Describe the most common diseases of each system discussed in terms of the following seven dimensions: epidemiology, pathophysiology, clinical manifestations, diagnostic studies, differential diagnosis, therapeutics, management, and prognosis.
- Synthesize data from the epidemiology, patient history, physical examination and diagnostic studies in order to make an appropriate list of diagnostic possibilities.

- Evaluate the diagnostic possibilities of a given patient case and prioritize the appropriate steps in management.

PA 642 – The Role of the PA in American Health Care (2 credits): This course provides a broad overview of the structure and function of the U.S. health care system and reviews important issues in health care delivery such as cost, access, quality, and health policy issues. This material lays the groundwork for addressing the PA profession and its role in the medical care delivery system. Areas of the PA profession to be addressed include history, current status, education and accreditation, legal aspects, practice economics, specialization, primary care, impact on access to medical care, quality of care, and professional issues. Policy and ethics in health care will be discussed, and documentation and medical coding will be introduced as well.

Prerequisites: All 1st term PA courses. At the end of the course, the student will be able to:

- Evaluate the role of the PA profession both past and present, its impact on the US health care system, educational models and current trends in the profession with implications for the future.
- Describe the standard PA educational goals, including accreditation guidelines and requirements.
- Define how inter-professional teams best work as an approach to patient care.
- Assess the legal and economic basis of the PA profession to include systems of PA state regulation, national certification, and institutional credentialing.
- Compare and contrast major systems of public and private health care financing systems in the United States to other health care systems.
- Describe the U.S. health system and its impact on access to care, health insurance, and health disparities.
- Discuss the primary care PA's role in public health and preventive medicine and how the scope of practice changes for PAs in specialty care.
- Compare and contrast the major features of health care systems and the PA profession internationally.
- Apply safety and quality measures as well as health care improvement measures.
- Demonstrate professional ethics in medicine.
- Apply basic EM coding of sample office visits and the importance of proper documentation of patient care in the EMR.

PA 643 – Clinical Skills II (3 credits): This course is the second in a two-course series designed to provide students with an overview of skills and procedures needed for clinical practice as a PA. It allows students to develop the diagnostic and therapeutic skills required to provide proficient care throughout their future careers. This course includes both lecture and laboratory components. Lectures provide the foundation necessary for students to interpret various diagnostic studies, safely perform clinical procedures, and further enhance communication and physical examination skills. At the end of this course, students will be able to interpret imaging studies, perform minor invasive procedures using sterile technique, and inform and obtain

consent from patients. Prerequisites: All third term PA courses. At the end of this course, students will be able to:

- Identify abnormalities found on radiological studies...
- Perform common clinical procedures in addition to those learned in PA 626 Clinical Skills I.
- Explain the foundations of various clinical procedures as well as their indications, possible complications, and relevant patient education.

PA 644 – Evidence Based Medicine (2 credits): This course explores advanced application of research, statistical, and evidence-based medicine concepts with emphasis on studies assessing therapeutic interventions. The goal of the course is to equip students to examine clinical issues in health care and develop skills to apply information from research to inform clinical decision making. Prerequisites: All third term PA courses. At the end of the course, students will be able to:

- Define Evidence-Based Medicine (EBM) and identify the key steps in the practice of EBM.
- Formulate answerable clinical questions (PICO questions) representative of clinical problems encountered in medical practice.
- Design and effectively conduct search strategies to obtain the best available evidence to address clinical questions.
- Apply knowledge of study design and statistical methods to critically appraise scientific biomedical literature.
- Evaluate the clinical relevance and applicability of scientific evidence.
- Identify strategies for the integration of best available evidence in the treatment of patients.
- Further advance critical and analytical thinking skills.

PA 645 – Integration into Clinical Concepts III (4 credits): PA 645 Integration into Clinical Concepts III is the third of a three-course sequence devoted to providing students the opportunity to translate knowledge gained in concurrent didactic curriculum courses to clinical problems and to clinical decision making. Prerequisites: All 3rd term PA courses. At the end of this course, students will be able to:

- Articulate the underlying anatomical, physiological, pathophysiological, microbiological and /or infectious disease concepts related to select clinical cases.
- Propose and justify appropriate additional studies and tests to facilitate formulation of a reasonable differential diagnosis for select clinical cases.
- Synthesize historical and physical examination data to formulate an accurate assessment and appropriate differential diagnosis for select case-based scenarios.
- Develop an appropriate plan of care including pharmacological management and patient education for select clinical cases.

- Orally present a coherent description of the patient's clinical condition, physical exam findings, results of further evaluations, assessment and plan of care based upon the information obtained.
- Create clear and accurate documentation of an appropriately focused patient history, physical examination, assessment, and plan, and where appropriate, hospital admission orders, and/or medication prescriptions.

PA 646 – Pharmacology in Disease Pathology III (2 credits): Pharmacology in Disease Pathology III for PA students is a co-requisite in the Summer Semester with PA 632 Clinical Medicine III. These lectures are integrated with the appropriate organ or disease system in which an appreciation of the pathophysiology is helpful for understanding the basis of use of a class of drugs in a particular disease. Prerequisites: All 3rd term courses.. At the end of this course, students will be able to:

- Apply pharmacodynamic and pharmacokinetic principles that describe drug actions in humans.
- Compare and contrast the specific pharmacology of the major classes of drugs. Identify important distinctions among members of each drug class in relation to the organ systems they affect and the diseases for which they are used therapeutically.
- Compare and contrast the risks and benefits of pharmacologic therapy for major classes of drugs.
- Describe the role of molecular, genetic and pharmacogenomic principles in pharmacotherapeutics and drug development.
- Use medical literature to evaluate drugs in the context of evidence-based medical practice.

PA 649 – Didactic Summative Exam (1 credit): PA 649 Didactic Summative Exam completes the study of material taught during the previous 15 months, comprised of four terms of didactic courses. The goal is for students to review all didactic content prior to entering their final Didactic Phase examinations. Prerequisites: All fourth term PA courses. At the end of this course, the student will be able to:

- Demonstrate knowledge of both basic science and clinical medical content as measured by the Didactic Summative Written Exam.
- Demonstrate proficiency in assessment and interventional skills as measured by a set of Didactic Summative OSCEs.

PA 650 through PA 660 courses are found in the clinical phase of the MSPAS program, and are each four-week supervised clinical practice experiences. Upon completion of learning activities and personal study associated with each learning outcome domain below, the PA student should be able to meet the following specific learning outcomes as they pertain to the supervised clinical practice experience. Please reference each course syllabi for specific learning outcomes.

Medical Knowledge

1. Demonstrate an understanding of the medical knowledge essential to evaluate and manage patients across the full lifespan (pediatric, adult, and geriatric populations) in ambulatory, urgent care, and long-term care settings within the relevant clinical practice. (B1.02, B1.07, B2.02)

Interpersonal and Communication Skills

1. Perform complete and focused histories appropriate to the medical complexity of patients across the full lifespan (pediatric, adult, and geriatric populations) presenting with acute, chronic, preventive, and emergent medical conditions. (B2.05)
2. Demonstrate effective interpersonal and communication skills with other health care professionals through accurate oral case presentation and documentation of patient encounters. (B2.04)
3. Demonstrate effective communication in a patient-centered manner with consideration of sociocultural and psychosocial factors to accurately obtain, interpret, and utilize subjective information. (B1.06, B2.04, B2.05, B2.08)
4. Develop rapport with patients, educate and counsel patients and their families in preventive care, health maintenance, and management of diseases commonly seen in each relevant setting while promoting health and wellness. (B2.04, B2.05, B2.09)

Patient Care

1. Perform complete and focused physical examinations appropriate for acute, chronic, preventive, and emergent medical conditions and the medical complexity of patients across the full lifespan (pediatric, adult, and geriatric populations). (B2.05, B2.06)
2. Formulate a rational differential diagnosis for a patient problem based on evaluation of the patient history and physical findings and appropriately order and interpret laboratory and diagnostic studies necessary to determine the most likely patient diagnosis. (B1.07, B2.05)
3. Integrate medical knowledge into the relevant clinical practice while refining critical thinking and medical decision-making skills to diagnose and manage common conditions. (B1.02, B1.07, B2.02, B2.05)
4. Employ evidence-based decision making in the formulation, implementation, and monitoring of patient-centered treatment plans in each relevant setting based on the patient's history, physical, laboratory, diagnostic findings, preferences, current scientific evidence, and clinical judgment. (B1.07, B2.05, B2.10)
5. Treat and manage common acute, chronic, preventive, and emergent medical conditions seen in each relevant setting under preceptor supervision including performing medical procedures, pharmacologic, and other treatment modalities sensitive to the patient's culture, age, gender, and abilities. (B1.06, B2.05, B2.06, B2.07)

Professionalism

1. Demonstrate compliance with patient confidentiality and privacy laws and practices, including but not limited to HIPAA, in all patient encounters and at all clinical locations. (B2.11, B2.16)
2. Implement strategies for patient safety, monitoring of patients' progress, quality improvement, prevention of medical errors, practice management, and risk management. (B2.13)
3. Demonstrate ethical and professional behavior in therapeutic relationships with patients and the provision of medical care. (B2.16)
4. Recognize professional limitations through practice-based learning skills (introspection, self-assessment, and self-directed learning) and awareness of systems-based practice (global system of health care). (B1.07, B1.08, B2.11)
5. Practice as a member of an interprofessional health care team; demonstrate respect for the roles and approaches to clinical care of other disciplines and collaborate with different healthcare professions to optimize health outcomes for patients. (B1.08, B2.04, B2.05, B2.13)

PA 650 – Emergency Medicine Clinical Rotation (4 credits): This four week supervised clinical practice experience provides an in-depth exposure to the illnesses and injuries prevalent in emergency care. These educational experiences are intended to emphasize interview and examination skills and the performance of techniques and procedures essential to the proper management of emergent illnesses and injuries. At the end of this course, the student will be able to perform appropriate evaluation and treatment of common conditions seen in emergency medicine. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic program.

PA 651 – Family Medicine Clinical Rotation (4 credits): This four week supervised clinical practice experience introduces the student to the family medicine setting where emphasis is placed on common diseases treated by the primary care practitioner in conjunction with other members of the health care team. At the end of this course, the student will be able to obtain detailed histories, perform complete and problem-focused physical exams, diagnose, treat, and develop a management plan for common diseases seen in family medicine. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic program.

PA 652 – Internal Medicine I Clinical Rotation (4 credits): This four week clinical course focuses on the practice of internal medicine. During this rotation the physician assistant student is exposed to the common medical problems encountered during in-patient/out-patient medical care. Emphasis is placed on the history and physical examination and the process required for appropriate evaluation and management of patients. At the end of this course, the student will be able to manage common diseases encountered in the field of internal medicine. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic phase.

PA 653 – Internal Medicine II Clinical Rotation (4 credits): This four week clinical course focuses on a general or subspecialty rotation in the practice of internal medicine. During this rotation the

physician assistant student is exposed to the common medical problems encountered during in-patient/out-patient medical care. Emphasis is placed on the history and physical examination and the process required for appropriate evaluation and management of patients. At the end of this course, the student will be able to manage common diseases encountered in the field of internal medicine and/or a subspecialty. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic phase.

PA 654 – Obstetrics and Gynecology Clinical Rotation (4 credits): During this four week clinical rotation the student will participate in the care of gynecological and obstetrical patients. Students participate in providing basic health care for the female patient and are introduced to common gynecologic and obstetric conditions. At the end of this course, the student will be able to manage common concerns encountered in women’s health. Prerequisites: Successful completion of the University of Dubuque, 15-month PA didactic program.

PA 655 – Pediatrics Clinical Rotation (4 credits): This four week clinical course in the pediatric care setting introduces students to childhood illnesses and variations in growth and development. Students perform histories and physical examinations pertinent to the disease and developmental stage and provide education to the patient and caregiver(s). At the end of this course, the student will be able to monitor growth and development and manage common diseases encountered in the field of pediatrics. Prerequisites: Successful completion of the University of Dubuque, 15-month PA didactic program.

PA 656 – Psychiatry/Behavioral Health Clinical Rotation (4 credits): This four week clinical course in a psychiatry or psychology setting allows students to gain knowledge and experience evaluating and treating patients with the use of therapy and/or psychotropic medications. At the end of this course, the student will be able to manage common psychiatric disorders and appropriately refer patients to specialists in the field of psychiatry/behavioral health. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic phase.

PA 657 – Surgery Clinical Rotation (4 credits): This four week clinical course introduces the student to a variety of clinical problems routinely seen with surgical patients. Emphasis is placed on preoperative, intraoperative and postoperative management of the patient. In the operating room the student will practice aseptic technique and operating room principles. At the end of this course, the student will be able to manage minor surgical problems, assist in surgery and properly prepare and refer patients for surgery. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic phase.

PA 658 – Rural Medicine Clinical Rotation (4 credits): This four week supervised clinical practice experience introduces the student to practicing medicine in a rural setting where access to large healthcare facilities is limited by distance. At the end of this course, the student will be able to take detailed histories, perform complete and problem-focused exams, diagnose, treat, and generally manage common diseases seen by rural practitioners. Prerequisites: Successful completion of the University of Dubuque, 15-month PA didactic program.

PA 659 – Elective I Clinical Rotation (4 credits): This four week elective clinical course provides additional clinical exposure and knowledge in an area of primary care or specialty medicine such as radiology, orthopedics, dermatology, etc. At the end of this course, the student will be able to perform a subset of skills typical of the field. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic phase.

PA 660 – Elective II Clinical Rotation (4 credits): This four week elective clinical course provides additional clinical exposure and knowledge in an area of primary care or specialty medicine such as radiology, orthopedics, dermatology, etc. At the end of this course, the student will be able to perform a subset of skills typical of the field. Prerequisites: Successful completion of the University of Dubuque, 15 month PA didactic phase.

PA 662 – Professional Competency Course (1 credit): The PA 662 Professional Competency Course concentrates on the essential skills and procedures necessary for a PA student to demonstrate competency in prior to graduation. The Review Course consists of knowledge areas and skills listed in the NCCPA Content Blueprint that have been identified as important to physician assistant practice through an intensive practice analysis. Formative assessment occurs throughout the clinical phase and culminates with summative assessment of student knowledge and skills in the form of program summative examinations and OSCEs. At the end of this course, students will be able demonstrate achievement of Program Learning Outcomes. Prerequisites: Completion of didactic phase. At the end of this course, students will be able to:

- Demonstrate knowledge of and skills in each of the major task areas listed in the NCCPA blueprint.
- Demonstrate knowledge of each of the major disease content areas listed in the NCCPA blueprint.
- Identify areas of weakness that require additional study through the pre and post examination process.
- Demonstrate competency of program identified core skills and procedures.
- Demonstrate achievement of the program learning outcomes as it relates to preventive, emergent, acute and chronic care across the life span including women's health, surgical management, and behavioral and mental health conditions.

PA 663 – Capstone Project (2 credits): PA 663 Capstone Project is designed to enable PA students to investigate an approved case-related medical question, interpret research, write scholarly papers in clinical medicine, present findings, and participate in continuing medical education which enhances the professional development of the student. At the end of the course, the student will be able to:

- Demonstrate expertise in the assessment of literature at the forefront of medicine through the investigation of a case-based medical query.
- Demonstrate achievement of the knowledge, skills, and behaviors characteristic of an evidence-based healthcare professional.

- Translate evidence into practice and disseminate findings through a novel paper and oral presentation.



Appendix B— Substance Use Policy and Informed Consent

Master of Science in Physician Assistant Studies

The goal of the MSPAS Substance Use Policy is to ensure safety throughout the program and to prepare students for physician assistant standards. Four objectives accompany this goal:

1. Contribute to the education of the MSPAS student regarding substance abuse.
2. Aid the MSPAS student in finding medical assistance and counseling for substance abuse related violations.
3. Facilitate compliance with physician assistant accreditation and regulations.
4. Protect the health and safety of all students and patients.

As a condition of receiving funds or any other financial assistance under any federal program, institutions of higher education shall certify that they have developed and implemented an Alcohol and Drug-Free Workplace and Campus Policy.

Drug testing is required prior to enrolling in classes in the MSPAS program. The initial drug test will be completed through Certified Background via CASPA, with the cost borne by the student. Additional drug testing will be required prior to participation in clinical rotations with the cost borne by the student. Findings in drug tests may affect a student's admission, ability to participate in clinical rotations, and eligibility to complete the program.

This substance abuse policy is in effect during the enrollment in the program. Violations of the policy accrue during the entire academic career of the MSPAS student while attending UD. The University of Dubuque retains the option to test for other substances at the discretion of the Program Director. If a MSPAS student knowingly or unknowingly takes a banned substance and tests positive, the student is subject to the consequences listed below.

Violations

If an MSPAS student abuses over-the-counter and/or prescription drugs, alcohol, mind altering, and/or performance enhancing substances illegally, the student's status in the MSPAS program may be jeopardized. Illegal consumption includes any action that violates federal and/or state law, or University regulations. If the student receives a citation for drugs, alcohol or illegal substances and is found guilty, pleads no contest, receives a deferred judgment, or is convicted, sanctions will be imposed. (Citations include, but are not limited to open containers of alcohol, providing alcohol to minors, illegal possession of drugs, driving or operating a motor vehicle under the influence of drugs and/or alcohol.)

The following sanctions are proposed to ensure consistency and fairness. The primary principle is that any MSPAS student with a substance abuse problem needs to receive appropriate treatment and counseling. The sanctions imposed on the MSPAS student with regard to participation in MSPAS courses or clinical rotations should be consistent with the goals of the individualized counseling program. This protocol attempts to balance treatment and sanctions, recognizing that the medical fitness of an MSPAS student and the safety of others are of paramount concern.

First Violation

Following a first violation, the MSPAS student will confer with the Program Director to discuss the situation. Based on the discussion, the MSPAS student may not be able to continue in his/her pre-clinical or clinical education. Depending on the severity of the violation, the Program Director may dismiss a student immediately.

The student will attend mandatory counseling or educational sessions on campus as determined by the Program Director. Failure to complete the counseling or educational sessions will be construed as a further violation of the policy and will result in dismissal from the MSPAS program. After the first violation, MSPAS students will be subject to the MSPAS Program random drug testing, as the standard of reasonable suspicion will have been established.

Second Violation

A second violation will result in the immediate removal of the MSPAS student from the program. The MSPAS student may seek reinstatement by submitting a formal request detailing the reasons why he or she seeks reinstatement. This formal request may include the reason and circumstances surrounding the violations, ways in which the student is

seeking to address the pattern of drug and alcohol abuse, etc. The request for reinstatement must be filed within one month of the MSPAS student being suspended or dismissed from the program.

Reasonable Suspicion

Reasonable suspicion is defined as a good faith belief, at the time of making the decision to test, that the information relied upon is accurate and there is reason to suspect that an MSPAS student has used illegal or performance enhancing substances.

Students whose behavior rises to a formal level of concern regarding substance use will immediately be removed from any patient care area, given an unexcused absence, issued a Document of Concern (Appendix B) which will become a permanent part of their record, and undergo immediate review by the Student Evaluation Committee (SEC).

University of Dubuque Substance Use Policy

The University of Dubuque's substance use policy is found on the University of Dubuque website here: <https://www.dbq.edu/AboutUD/CommunityStandards/AlcoholTobaccoandDrugs/>.



Appendix B— Substance Abuse and Drug Testing Informed Consent/Release Form*

Master of Science in Physician Assistant Studies

*The University of Dubuque may amend this policy from time to time without notice to PA students.

I, _____, acknowledge I have read the University of Dubuque Substance Abuse and Drug Testing Policy for the Physician Assistant Program in its entirety, have been given the chance to ask questions about it, and fully understand its provisions. I understand that the use of marijuana, opiates, phencyclidine (PCP), and amphetamines as described in the Substance Abuse Policy is a violation of University of Dubuque Physician Assistant rules for all students.

I hereby consent to have samples of my urine collected for mandatory random testing or when informed by the University of Dubuque Physician Assistant Program Director that he/she has determined directly or through UD faculty or staff that there is a sufficient basis for reasonable suspicion that I have used or that I am under the influence of prohibited drugs. I understand that my urine samples may be submitted for testing prohibited substances and that this analysis will be conducted by qualified laboratory personnel. The purpose of this analysis will be to determine the presence or absence of proscribed substances in my urine.

I authorize the individual or organization designated by the University of Dubuque, as well as appropriate University of Dubuque personnel, to collect urine samples, determine test results and to make a confidential release of the results to the Medical Director appointed by the

Physician Assistant Program, to other University of Dubuque personnel for the purpose of administering the policy, and to any individual, entity or agency to who or which disclosure is required by Federal, state, or local law.

I understand that I must sign the Informed Consent/Release Form to participate in the Physician Assistant Program at the University of Dubuque.

I understand and agree that the results of my drug tests will only be disclosed on an as needed basis in accordance with the University of Dubuque policy or as authorized in this form.

I hereby release the University of Dubuque and its Board of Trustees, officers, employees and agents from all liability and legal responsibility for any action related to the implementation of the Substance Abuse or Drug Testing policies for the Physician Assistant Program, or the release of information and records in accordance with the terms of the Substance Abuse and Drug Testing policies for the Physician Assistant Program and as authorized on this form.

Last Name: _____ First Name: _____ MI: _____ Date of Birth: _____

Signature of Physician Assistant Student: _____ Date: _____



Appendix C— Bloodborne Pathogen and OSHA Policies

Master of Science in Physician Assistant Studies

The MSPAS program has addressed methods of prevention, procedures for care and treatment after exposure and/or injury (including definition of financial responsibility), and effect on student learning activities as follows:

1. All exposure incidents are regarded as serious and must be reported and documented immediately to the clinical site as well as the MSPAS Program Director.
2. First aid shall be immediately administered for all types of injuries, including cuts and burns; exposed areas must be thoroughly washed with soap and water.
3. MSPAS students must first contact their instructor or attending preceptor and report the incident including the source and if appropriate, patient diagnosis. This information is necessary to assist in determining the potential severity of the exposure.
4. The instructor or attending preceptor shall attempt to obtain witness reports of the incident and attempt to determine the nature of the exposure(s) and any associated biohazardous risks, including documentation of routes of exposure(s).
5. If possible, source material of the exposure should be retained and secured in a safe manner.

6. If the instructor or attending preceptor determines that the incident constitutes an occupational exposure to biohazardous materials, then he/she immediately will begin documentation of the incident. Students are required to complete all site-specific incident forms. The student will facilitate completion of the Student Exposure Incident Report Form (Appendix G) and/or the Student Accident Report Form (Appendix H) as appropriate with the instructor or attending preceptor within 24 hours.
7. All exposures must be reported to the MSPAS program office. If the MSPAS Program Director is not immediately present, the student will contact a MSPAS faculty member. All information related to student exposure shall be regarded as confidential.
8. Documentation of the incident shall include the activity in which the student was engaged at the time of exposure, the extent to which appropriate work practices and protective equipment were used, and a description of the source of exposure.
9. On-campus injuries: The student is directed to UD Office of Medical Services (OMS) during normal business hours for appropriate follow up. If the incident occurs after working hours, or requires emergency care, then the student will be directed to the nearest emergency department for proper evaluation.
10. Off-campus injuries: The student is directed to seek care at the hospital's emergency department (according to the clinical affiliation agreement), or referred to the closest outpatient clinic.
11. Students are responsible for all charges associated with the diagnostic and therapeutic services associated with needle stick and other types of injuries, including filing health insurance claims. The student assumes responsibility for all charges that are not covered by his/her health insurance plan. A student may request financial assistance from the UD MSPAS program by discussing the situation with the Program Director.
12. MSPAS students may receive follow up care and treatment for injury or exposure at the clinical site where the injury occurred, with the OMS or with their primary care provider.



Appendix D – Student Exposure Incident Form

Master of Science in Physician Assistant Studies

Dear Healthcare Professional:

One of our MSPAS students may have been exposed to bloodborne pathogens during their clinical rotation. This individual had direct contact with potentially infected blood or other potentially infectious materials.

In accordance with the requirements of OSHA's Bloodborne Pathogen Standard, the exposed student must immediately have made available to them a confidential medical evaluation and follow-up which must include at least the following elements:

- a. Documentation of the route(s) of exposure, and the circumstances under which the exposure incident occurred;
- b. Identification and documentation of the source individual, unless the clinical education site can establish that identification is infeasible or prohibited by state or local law;

1. The source individual's blood shall be tested as soon as feasible and after consent is obtained in order to determine HBV, HCV and HIV infectivity. If consent is not obtained, the clinical education site shall establish that legally required consent cannot be obtained. When law does not require the source individual's consent, the source individual's blood, if available, shall be tested and the results documented.
 2. When the source individual is already known to be infected with HBV, HCV, or HIV, testing for the source individual's HBV or HIV status need not be repeated.
 3. Results of the source individual's testing shall be made available to the exposed student, and the student shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.
- c. Collection and testing of blood for HBV, HCV, and HIV serological status;
 1. The exposed student's blood shall be collected as soon as feasible and tested after consent is obtained.
 - d. Post-exposure prophylaxis, when medically indicated, as recommended by the U.S. Public Health Service
 - e. Counseling
 - f. Evaluation of reported illnesses

In accordance with the requirements of OSHA's Bloodborne Pathogen Standard, you are being provided with the following information:

- a. A copy of the Bloodborne Pathogen Standard https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=standards&p_id=10051 Please pay special attention to sections 1910.1030 (f)(3 to 5) of the Bloodborne Pathogen Standard if you are not familiar with this regulation; the indicated sections deal specifically with post-exposure evaluation and follow-up, information provided to the healthcare professional, and the healthcare professional's written opinion;
- b. A description of the exposed student's duties as they relate to the exposure incident;
- c. Documentation of the route(s) of exposure and circumstances under which exposure occurred;
- d. Results of the source individual's blood testing, if available; and
- e. Copies of all medical records relevant to the appropriate treatment of the student, including hepatitis B virus vaccination status, which are the University's responsibility to maintain.

Please review the provided information and complete the post-exposure evaluation form. Return the original copy of the completed form to the MSPAS Program Director and give a copy to the patient within 15 days of the completion of the evaluation.

The healthcare professional's written opinion for post-exposure evaluation and follow-up (copies attached) must be limited to the following information:

- a. That the student has been informed of the results of the evaluation; and

- b. That the student has been told about any medical conditions resulting from exposure to blood or other potentially infectious materials which require further evaluation or treatment.

All other findings or diagnoses must remain confidential and shall **NOT** be included in the written report. If medical follow-up is indicated, please complete the medical follow-up form for each follow-up visit and return it to the address indicated.

Signature of Medical Provider: _____

Signature of Clinical Preceptor: _____

Signature of Program Director: _____

Name of Affected Student: _____

Signature of Student: _____

Date: _____



Exposure Incident Report Form
(to be completed following exposure on campus)

STUDENT NAME: _____

DATE: _____

INCIDENT: _____

STUDENT REFERRED TO Health Services Administrator: YES NO (PLEASE CIRCLE)

Health Services Administrator
Stoltz Sports Center
563.589.3244 (office)
ebasema@dbq.edu (email)

IF NOT REFERRED, PLEASE EXPLAIN WHY: _____

Faculty/Staff Signature: _____ Date: _____

Student Signature: _____ Date: _____

Program Director's Signature: _____ Date: _____



Student Exposure Incident Report Form

(to be completed by medical provider evaluating exposure)

STUDENT NAME: _____

DATE: _____

INCIDENT: _____

Student notified of source lab results? Yes No (Please circle)

Student notified of personal lab results? Yes No (Please circle)

Further follow-up indicated? Yes No (Please circle)

Student notified about need for further follow-up? Yes No (Please circle)

SIGNATURE OF MEDICAL PROVIDER: _____

Return original form to:

Program Director
PA Program – University of Dubuque
2000 University Ave
Dubuque, IA 52001
Ph. (563)589-3662
Fax (563)589-3650



Student Accident Report Form

Master of Science in Physician Assistant Studies

In the event of an accident/injury occurring at a clinical rotation site, the following form needs to be completed and submitted to the MSPAS Program (fax: 563-589-3650) within 24 hours of the incident. Please notify the Clinical Education Director as soon as possible following the incident. *This form is not applicable for needle stick or body fluids exposures.*

Student name _____

Date of injury _____

Where injury occurred _____

Time of injury _____

Please describe in full detail how the accident occurred (use additional sheet if needed)

Did you receive medical evaluation and/or treatment? Yes No

Was the MSPAS Clinical Education Director notified? Yes No

Date and time MSPAS Program was notified: _____

Did you miss time from the clinical rotation? Yes No

If yes, how many days? _____

NOTE: If your absence from a clinical rotation will exceed 2 days, you will need a note from the medical provider who examined you in a clinic or hospital and the date you can resume clinical activities. You may not return to clinical rotations until this note has been processed by the MSPAS program.

Student Signature

Date



Appendix E—Absence Excusal Form

Master of Science in Physician Assistant Studies

In the event of *any* anticipated absence during the *pre-clinical phase* or to request a *leave of absence any time during the program*, the student must complete this Absence Excusal Form and submit it to the Program Director a minimum of seven (7) days in advance of the anticipated absence.

Student Name (PRINT): _____

Anticipated date(s) off: _____

Class(es)/Shifts missed: _____

Reason for Absence: (state general reason without detail about illness, condition, personal issue)

Student Signature: _____ Date Submitted: _____

Program Use Only

Request:

Approved: _____ Not Approved: _____

Course Director Signature(s): _____ Date: _____

Program Director Signature: _____ Date: _____

Comments: _____



Appendix F— Student Evaluation Committee (SEC) Rules & Regulations

Master of Science in Physician Assistant Studies

Composition and Selection of SEC Members

The SEC is comprised of all principal MSPAS faculty members, all of whom are voting members. The Program Director attends as a nonvoting member. The Medical Director serves as chair. In order to ensure privacy and the confidentiality of students' personal information and academic records, *no students will participate as SEC members.*

Hearing Process of the SEC

Notice of Hearing

All hearing notices are made in accordance with the notification provision set forth in this MSPAS Student Handbook. Students are provided notice via email a minimum of 2 business days prior to the SEC meeting with the student to consider a matter within its jurisdiction. The notice will state:

- A description of the matter under consideration;
- The time, date and place of the hearing;
- The student has the opportunity to schedule an appointment to review the documents the SEC is relying upon; and
- A list of witnesses (if any).

Hearing Procedure

Information Gathering

In the event that a matter is referred to the SEC for evaluation and recommendation, the SEC has the authority to gather information concerning the matter to assist with its deliberation and evaluation of the matter in the context of the student's academic performance and overall professionalism. The SEC may convene meetings for any purpose including assisting with preparation for the SEC hearing.

Meeting with Student and Confidentiality

All student meetings are conducted in private. During the meeting with the student, the student is advised of the information that forms the basis of the inquiry or allegation; the student then is given an opportunity to respond to the information presented. A student is allowed one non-legal representative to be present during any SEC hearing upon his/her request. The student must provide the Program with documentation specifying the name of the individual whom he/she is admitting into the hearing. It is possible that the student's representative could be another MSPAS student. The representative may advise the student but may not address the SEC

directly or examine or cross-examine witnesses. The SEC allows witnesses to the incident, if any, to present pertinent information at the meeting with the student. The chair has the authority to exclude witnesses who provide redundant or duplicative information. If witnesses make presentations at any hearing, the student shall be entitled to pose relevant questions to such witnesses. The SEC considers the information it has gathered and any additional information provided by the student and makes written findings of fact and recommendations based upon its assessment of the information presented. Such findings and recommendations shall be provided to the program director within ten (10) business days of the conclusion of the hearing.

Quorum and Voting

A quorum consists of at least three faculty members of the SEC. A recommendation is adopted when approved by a simple majority of the members present. A recommendation to dismiss a student from the MSPAS program must be approved by three-fifths of the entire SEC.

Record of Hearing

Written decisions serve as the official records of a hearing.

SEC Recommendations

The following may be recommended by the SEC:

- Academic Alert
- Academic Warning
- Academic Probation
- Repeat the course
- Dismissal

The SEC may recommend to the Program Director removal of a student's probation once the student has fulfilled the conditions of probation.

Academic Alert

Academic Alert is a serious matter and provides an opportunity to correct deficiencies before they become more serious. A student placed on Academic Alert will meet with the SEC as part of a comprehensive evaluation of the deficiency. The SEC will provide recommendations in writing outlining the requirements and time line to address the deficiency. If a student fails to improve specific deficiencies in accordance with the requirements, the student will be recommended for dismissal from the program.

Academic Warning. A student whose cumulative GPA falls between 3.0 and 3.2 will be given an Academic Warning from the SEC.

Academic Probation

A student whose cumulative GPA falls below 3.0 will be placed on Academic Probation. The probationary period will extend until the student has completed one term of full-time course work. If the student succeeds in raising his/her cumulative GPA to 3.0 or higher, Academic Probation will be lifted. A student who fails to raise his/her GPA to a 3.0 or has been placed on

probation more than one time will be recommended for dismissal from the program. A student must have a cumulative GPA of 3.0 to progress to the clinical phase and to graduate from the program.

Responsibilities of the Program Director

The SEC's recommended action steps are reviewed by the Program Director for, among other things, logistical viability (faculty workload, support services, etc.). The Program Director either accepts, amends, or rejects the plan. The SEC findings and recommendations with modifications, if any, are sent to the affected student within fifteen (15) business days of the Program Director's receipt of the SEC's written report notifying the student of the findings and recommendations.

Once the student has received notification of the recommendations, the student may schedule an appointment with the Program Director to discuss the findings and recommendations. The appointment must be requested in writing and received by the Program Director no more than three business days after the student receives written notification of the findings and recommendations by the SEC. If a meeting is requested, it will take place promptly within five business days.

Student Appeals

A decision of the MSPAS Program Director may be appealed for the following reasons:

- There has been a violation of the student's due process rights as outlined in the hearing procedures above;
- The severity of the sanction is not justified by the nature of the misconduct; or
- New, relevant information not available during the earlier proceedings is made available, and the new information could have substantially affected the outcome of the hearing.

The appeal must be in writing, specify in detail the alleged procedural impropriety, and must be filed in the Office of Academic Affairs within 14 calendar days of the date of receipt of the Program Director's decision. The Dean for Academic Affairs shall review the appeal and the record of the formal hearing, and issue a decision. The decision of the Dean for Academic Affairs is final.



Appendix G— Document of Concern

Master of Science in Physician Assistant Studies

STUDENT: _____ ADVISOR: _____

COURSE (if applicable): _____ DATE: _____

This information is provided to inform you that you are not meeting program expectations, and to help you develop an improvement plan so that you can successfully complete this course/clinical rotation. Some of the violations listed below are serious enough to warrant sanctions up to and including dismissal from the MSPAS Program. Please reference the handbook sections on Technical Standards and Physician Assistant Competencies for definitions.

NOT MEETING PROGRAM EXPECTATIONS	
Technical Standards _____ Observation _____ Communication _____ Motor _____ Intellectual _____ Behavioral/Social	PA Competencies _____ Medical Knowledge _____ Interpersonal & Communication Skills _____ Patient Care _____ Professionalism _____ Practice-based Learning & Improvement _____ Systems-based Practice

Faculty/Staff Statement of Occurrence:

Program Director Notified

Action Plan:

Warning

Reexamination

Assignment

Referral to SEC

Faculty/Staff

Date

Advisor

Date

*I *AGREE* with this Document of Concern and/or the decision of the Program Director

Student

Date

*I *DISAGREE* with this Document of Concern and/or the decision of the Program Director

Student

Date

Assessment of completion (if applicable):

Faculty/Staff

Date

Program Director

Date

Filed



Appendix H— Withdrawal Form

Master of Science in Physician Assistant Studies

In the event that a student needs to withdraw from the program for a sufficient length of time in that they are not able to continue with their cohort, this form is intended to be the official memorandum of understanding between the student and the program as to the permanence of the withdrawal or an intended date of return.

Student Name (PRINT): _____

Start Date of Withdrawal: _____

Anticipated Date of Return (if applicable): _____

Reason for Withdrawal:

Student Signature: _____

Date Submitted: _____

Program Use Only (submit to registrar once completed)

Date: _____

Advisor Signature: _____

Program Director Signature: _____

Comments: _____



Appendix I— Student Services, Resources, and Campus Facilities

Master of Science in Physician Assistant Studies

Advising, Academic and Career Counseling (Partial compliance of A2.05e, A3.10)

Upon entrance to the MSPAS program, each MSPAS student is assigned a faculty advisor who primarily provides academic advising; however, they also are available to assist with any problem, which even remotely affects academic progress. They may not have all the answers, but they will help find the right people who do have the answers. The student is responsible for ensuring they have the correct requirements for graduation. Academic advisors do not counsel students on medical, personal, or mental health issues; rather, they will provide timely access or referral of students to campus resources in the University Counseling or Academic Success Center for assistance.

Students are expected to meet with their assigned advisor regularly. Advising sessions will be documented and will include academic counseling of students, as well as general discussions related to student well-being, guidance and attainment of professional behaviors. As advisors, faculty members are available anytime during the school year, not just during class registration periods. If an advisor is out-of-town or otherwise unavailable, please seek assistance from another faculty member within the PA program.

Counseling & Life Services (Partial compliance of A3.10)

UD's Counseling Services was established to provide helpful and effective programs, counseling, and crisis management services to students. Counseling Services works collaboratively with students, academic and co-curricular departments, faculty and staff members, and other pertinent departments, as well as off-campus resources to enhance academic, personal, and career success.

UD's Counseling Services are available to students at no extra fee. Students who receive services by off-campus providers and/or treatment services are financially responsible for those off-campus services.

All appointments are attempted to be scheduled by the Call Center within five business days of the dated call. If a student requests to be seen on the same date of the call, UD's Counseling Services Team is notified by the Call Center and accommodates the request. The first available Counseling Service Team member will reorganize their schedule and contact the student to confirm the start time for the consultation. Walk-ins are welcome, however, counselors may or may not be able to see students depending on their availability and the nature of the visit (i.e.,

students in distress). However, if a distressed student presents on their own or accompanied by a fellow student, faculty, or staff member UD's Counseling Services Team will accommodate the distressed student within 30 minutes of the request, by the first available team member.

Calls received for UD's Counseling Services are answered 24 hours/7 days per week by its contracted confidential Call Center at 563.589.3911, which is certified in HIPAA compliancy. Per the caller request, they will be patched immediately to the on-call Crisis Counselor 24 hours/7 days per week, in collaboration with Iowa Helpline/Hillcrest Family Services, however if the situation warrants, the Call Center will notify first responders (911). If UD's Counseling Service Team members are not available and the situation does not warrant first responders (911), the University collaborates with Hillcrest Family Services and their Crisis Mobilization Unit to guarantee an on-campus Crisis Counselor to a distressed person within 30 minutes of the initiated request.

UD's Counseling Services works collaboratively with the University's Disability Services/Academic Success Center. The Disability Services assists students with all disability services at the University by verifying, recommending accommodations, and providing information. Once any student contacts UD's Counseling Services regarding a need for accommodations, this takes precedence and facilitation of an appointment is made as soon as a provider is available and/or an identified off-campus provider is available.

UD's Counseling Services also works collaboratively with the campus Health Service Administrator Office. Once any student contacts the Health Service Administrator Office regarding a need for off-campus resources for brain health/mental health, this takes precedence and facilitation of an appointment is made as soon as the identified off-campus provider is available.

Counseling & Life Services is located on the second floor of Peters Commons and can be reached at the following numbers: 563.589.3132, 563.589.3253, or 563.589.3455. Services are available to students from all departments of the University. Programs, resources, and services include, but are not limited to, the following:

- UD Counseling Team
- UD Cares Team
- Initial assessment and short-term personal & career counseling
- Life coaching
- Advocacy
- Spiritual counseling
- Professional referral services for issues such as, but not limited to, the following: alcohol and other substance abuse, anxiety, debt management, depression, eating disorders,

gambling, homicidal ideations, pregnancy, rape, self-mutilation, sexual assault, sexual orientation, stress management, suicidal ideations, and other concerns.

- Informational session(s) on recreational risks and prevention among college students.
- Online mental health screenings.

For more information, visit the second floor of Peters Commons or our website at:

<http://www.dbq.edu/campuslife/officeofstudentlife/counselinglifeservices/>. To reach a counselor after hours, on weekends, or holidays, please contact UD's Safety and Security office at 563.589.3333 and you will be connected to a counselor upon request in a confidential manner.

Health Services (partial compliance of A3.10)

Campus Health Services Office Hours: Monday-Thursday: 8:30 a.m. to 4:30 p.m. // Friday: 9:00 a.m. to 2:30 p.m.

The mission of the University of Dubuque Student Health Services is to promote the health and wellness of the University Community, to enhance student retention, and to support academic and personal success.

The University of Dubuque has an agreement with Unity Point Finley. All students enrolled at the University of Dubuque have access to the services Unity Point Finley has to offer. Students are able to seek care at the three locations indicated below, no matter what insurance plan they have. The three locations to seek free office visits (student responsibility for all testing such as labs, X-Rays, etc..) are Unity Point Finley Occupational Health, Unity Point Urgent Care East, and Unity Point Urgent Care West.

During the hours listed above, please see Campus Health Services office for consultation for seeking prompt medical, dental and vision appointments. The Health Services Office will be able to assist in prompt referral to appropriate medical providers not only with Unity Point Finley Occupational Health or Unity Point Urgent Care Clinics; but, with other medical facilities as deemed by the student's personal medical insurance. Medical care for chronic illnesses or injuries or any injury or illness that falls outside the UD Student Care Menu (as indicated above); please visit the Campus Health Services office to establish prompt care with a local physician, physician assistant or nurse practitioner. If health condition is affecting academic performance, a prompt appointment with appropriate health care provider is made. The health services office can also assist with scheduling dental, vision, chiropractic, physical therapy, women's health concerns, men's health concerns, specialty clinics, establish care with PCP, orthopedic, etc.

Outside of campus health service hours, students can utilize Urgent Care:

Unity Point Finley Urgent Care East 1550 University Ave. Open 8:00am to 8:00pm everyday
Unity Point Finley Urgent Care West 2255 JFK Rd. Open 8:00am to 8:00pm everyday

It is imperative that students always have their insurance card and student ID with them for medical appointments and emergency room visits.

Transportation to Medical Facilities:

Students are encouraged to organize rides with friends if they cannot transport themselves. Taxi or Uber services are available in Dubuque if students cannot find other modes of transportation. The University does not provide transportation to or from medical facilities.

Making a Medical Appointment:

To schedule a medical appointment for an illness or injury, call Campus Health Services at 563.589.3857.

If medical services are needed outside of Health Services or Urgent Care hours, students should report to UnityPoint Health- Finley Emergency Department. If it is an emergency, students should contact UD Security at 563/589-3333 or call 911.

Contact Information:

Campus Health Services in the Stoltz Sports Center 563.589.3857 (office)

After Hours and Weekend

UnityPoint Health-Finley Urgent Care East/West, 563.589.4960

8:00 a.m. – 8:00 p.m.

UnityPoint Health-Finley Hospital Emergency Department

350 North Grandview Avenue, Dubuque, IA, 563.589.2658

Following evaluation, should a student require absence from class or a follow-up appointment, the student must notify the Health Services Administrator and provide documentation to the Campus Health Services Office. The Health Services Administrator can assist the student in notifying faculty and in arranging follow-up appointments. If an extended absence or restriction is indicated, the Health Services Administrator will notify the Disability Services Office for prompt evaluation so appropriate accommodations can be made.

Disability Services Policy

University of Dubuque's policy can be found on the website at

<http://www.dbq.edu/academics/academicssupportsuccess/disabilityservices/>

Responsibility for Identification and Request for Disability Services

It is the responsibility of the qualified student with a disability to disclose information regarding the nature and extent of the disability to the Disability Services Coordinator (DSC) in the Academic Success Center when requesting accommodations. The DSC will help the qualified student determine which UD personnel, i.e. faculty advisor, teaching faculty, administrators, etc.,

should be aware of the disability in order to provide the accommodations that are necessary and appropriate. UD will assist the qualified student in identifying potential accommodations taking into consideration, among other matters, the qualified students' needs, preferences, and available resources. Although every appropriate effort will be made to provide qualified students with requested accommodations, UD does not guarantee that a qualified student will automatically receive his or her choice of accommodations and reserves the right to make the final decision on the accommodations to be provided.

The State of Iowa has developed documentation guidelines for individuals with disabilities. The guidelines provide criteria regarding qualified diagnosticians as well as a time line for the documentation process. UD typically applies those guidelines. A copy of those guidelines is available from the Disability Service Coordinator, or can be found at www.dbq.edu/academics/academicsupportsuccess/disabilityservices/.

It is the responsibility of the qualified student with a disability to regularly provide appropriate current medical documentation of the nature and extent of the disability and the need for specific services or accommodations to the DSC and to cover any costs associated with acquiring the appropriate medical documentation. If the University has reason to doubt the validity, accuracy, or completeness of the medical documentation, UD may require, at its own expense, the re-examination of the qualified student and/or his/her documentation by a service provider designated or approved by UD.

The process for identification should begin with the qualified student registering with the DSC, where the student will receive procedural information and assistance in arranging needed services and accommodations. Qualified students with disabilities are expected to follow standard office procedures for requesting and acquiring services relative to a disability. Standard office procedures will include:

1. A meeting with the DSC to review the student's medical documentation.
2. The DSC will provide a Verification of Individualized Student Accommodations (VISA) form once the appropriate documentation has been provided.
3. The qualified students will provide the VISA form to the professor/ instructor of a course in which they are requesting specific accommodations.
4. An instructor who has concerns regarding the provision or nature of the requested accommodations should address those concerns with the DSC who will act as a liaison with the qualified student.
5. Requests for additional accommodations should be directed to the DSC.
6. It is the responsibility of the qualified student requesting an accommodation to follow up with a professor/instructor or other UD department(s) to ensure the accommodation is provided in a timely manner.

7. Faculty members who are not familiar with specific disabilities or appropriate accommodations should contact the DSC for clarification and assistance.
8. In the event a faculty member denies an accommodation, the qualified student may request a joint review of the decision by the DSC and the office of the Vice President for Academic Affairs. Findings and recommendations will be forwarded to the President for a final decision.

A copy of the Request for Accommodation form and response must be forwarded to the DSC to be included in the qualified student's file.

Disability Services Coordinator can be contacted at 563.589.3757.

Campus Services and Facilities

Alumni/ae Association 563.589.3351

Van Vliet Hall

<https://www.dbq.edu/Alumni/NotefromtheDirector/>

Phone: 563.589.3351

Email: udalumni@dbq.edu Facebook: facebook.com/udoaa Twitter: @UDSpartanNation

LinkedIn: University of Dubuque Alumni & Friends

Bookstore

Peters Commons

www.bookstore.dbq.edu

Gift Shop 563.589.3131

Textbooks 563.589.3195

Campus Ministry

Blades Hall 203

<https://www.dbq.edu/CampusLife/CampusMinistry/>

563.589.3582

Child Care Center

<https://www.dbq.edu/AboutUD/ChildcareCenter/>

563.585.7461

Computer Labs

The University offers six computer labs for student and faculty use:

Jackaline Baldwin Dunlap Technology Center T103 33 workstations

Jackaline Baldwin Dunlap Technology Center T111 25 workstations

Charles and Romona Myers Center M151 25 workstations

Charles C. Myers Library L106 29 workstations

Library Academic Support Center (ASC) L218 10 workstations

Library Multimedia Center L212 9 workstations

All labs have network printers available.

Hours are posted here:

<https://www.dbq.edu/CampusLife/FacilitiesandServices/OfficeofTechnology/OpenLabHours/>

Facilities/Room Reservations

University Public Relations Office in the Myers Center

TLess@dbq.edu

563.589.3868

Financial Counseling and Financial Aid

UD Financial Aid Office

Charles & Romona Myers Center

<http://www.dbq.edu/admission/financialaid/>

Additionally, MSPAS students are encouraged to apply for other grants and scholarships offered by sources outside the University, such as the Physician Assistant Foundation, the National Health Service Corps Program, the Physician Assistants in Orthopedic Surgery, and the Iowa Physician Assistant Society. More information is available on funding sources through the American Academy of Physician Assistants' (AAPS) website.

Grants are also available for veterans at <http://www.dbq.edu/veterans/>.

Food Service/Convenience Store

<https://www.dbq.edu/HeritageCenter/About/Facilities/>

Mike and Betty's Ice Cream Parlor

Heritage Center

563.589.3393

Sparty's Convenience Store

Heritage Center

563.589.3393

Sylvia's Common Ground Coffee House

Charles C. Myers Library

563.589.3274

Identification Cards

All students are required to carry a University of Dubuque photo ID card. The dedicated PA classrooms/labs have key card entry controlled access; therefore, only PA students and faculty

have access to their classrooms in Linda Chlapaty Hall. ID cards are needed to cash checks, check out books at the library, to enter the CRWC, and for free admission to the Stoltz Sports Center and home intercollegiate athletic events. Every student receives an ID card when he or she first registers for classes. If cards are lost or damaged they can be replaced for a \$25.00 fee in the Safety and Security Office. Students may make a cash deposit on their card and may do so in Student Accounts located on third floor of the Charles and Romona Myers Center. This credit allows the student to make purchases in the Health Bar, the Dining Hall, the Cyber Café, the Babka Bookstores, and in Sylvia's Common Ground Coffee House. Any charges made against the credit balance are automatically deducted until the credit balance is depleted. For assistance, please call 563.589.3333.

International Studies Office and Study Abroad

Heritage Center - Susan Magill Smith Suite Room 306-F
563.589.3712

www.dbq.edu/CampusLife/OfficeofStudentLife/InternationalStudents

Library

The Charles C. Myers Library

<https://www.dbq.edu/Library/AboutUs/>

The building provides a variety of individual and small-group workspaces, including some located in designated quiet areas. There are more than 60 computers available for student use as well as laptops for check-out. The library has a designated liaison for the MSPAS program who actively helps students and faculty to effectively access information for teaching and learning. The PA library page/resources: <http://libguides.dbq.edu/PA>

Lost and Found

Peters Commons - Student Life Office
563.589.3128

Multicultural Student Engagement

Heritage Center - Susan Magill Smith

<https://www.dbq.edu/CampusLife/OfficeofStudentLife/MulticulturalStudentEngagement/>

563.589.3129

Post Office/Print Room

Heritage Center

8:00 a.m.-5:00 p.m. Monday through Thursday

8:00 a.m. - 4:00 p.m. on Friday

563.589.3141

Student Accounts/Check Cashing

Charles and Romona Myers Administrative and Teaching Center

Monday-Thursday from 8:00 a.m. to 5:00 p.m.

Friday from 8:00 a.m. to 4:30 p.m.

563.589.3212

Technology Services

Van Vliet

8:00 a.m. through 5:00 p.m., Monday through Friday

563.589.3737

email helpdesk@dbq.edu

For after-hours and weekend support, email or voice mail messages can be left for the HelpDesk.

Note: The Office of Technology staff monitors HelpDesk emails after hours and on weekends.

Voice mail messages left after hours will not be addressed until the next working day.

If you experience widespread technology-related difficulty (network, Internet, e-mail, or phone down) outside of normal working hours, Security may be contacted at 563.589.3333. They will contact the appropriate staff to resolve the problem.

Media Services

563.589.3350

Loans equipment to students for classes and school events



Appendix J— Safety and Security Policies

Master of Science in Physician Assistant Studies

Safety and Security Office (911 or 563.589.3333) (partial compliance of A1.03g)

The Safety and Security Department at the University of Dubuque provides for the safety and security of all University property 24 hours a day, 365 days a year. The UD's Safety and Security Office is located in Smith Hall, Room 112. Regular office hours are Monday through Friday, 8:00 a.m. to 5:00 p.m. If assistance is needed after hours call at x3333 or 563.589.3333 or you may call on the red phone located on the wall outside the Security Office and the officer on duty will assist you.

As part of the University's efforts to promote and maintain a safe and secure campus environment for each member of the UD community, the security officers provide a regular program of prevention services including:

- Responding to emergencies and accidents.
- Working with local law enforcement agencies to exchange information and to assist in incidents involving the University community on or off-campus.
- Conducting routine foot and mobile patrols on campus grounds and monitoring the campus environment.
- Speaking at meetings on topics of safety and security.
- Conducting wellness checks.
- Providing specialized security services for university events.
- Providing 24-hours per day escorts; Use the escort by calling Security at x3333 or 563.589.3333.

While security officers are not certified as law enforcement officers, they do receive training on aspects of campus safety as well as continual in-house training to upgrade and professionalize their skills.

In accordance with the Federal Government's Student Right-To-Know and Campus Security Act, the University of Dubuque maintains an annual security report that is available to students and employees that includes security policies and procedures, on-campus crime statistics, and information concerning the University's programs for dealing with drug prevention and sexual assaults. Any student may obtain a copy of the University's Annual Security Report from the Campus Security office or online at

www.dbq.edu/campuslife/facilitiesandservices/campussafetysecurity/

Emergency Procedures

Emergency and non-emergency calls from the campus for fire, police, or ambulance assistance or services should be directed through the Safety and Security Office at x3333 or 563.589.3333. If a situation requires immediate action, the local emergency service number should be contacted (9-911); then if able call Safety and Security at x3333 or 563.589.3333.

Emergency Telephone 9-911 and x3333 and 563.589.3333

If you feel unsafe or are faced with an emergency, use the emergency telephones located around campus. The telephones have a blue light on top and are labeled "Emergency." To operate emergency telephones, press the red button and the Safety and Security staff will immediately know your location and assist. They are located at the following areas:

- University Park Drive near the traffic gate (by Donnell Hall)
- University Park Drive (between Donnell Hall and Park Village)
- University Park Drive near the traffic gate (by Park Village)
- Hardee's parking lot
- CRWC; north and south entrances, and at each end of the west entrance
- Mercer Birmingham Hall; main entrance
- Heritage Center; north, south, and east entrances
- All residence halls have a phone in the main exterior entrance. However, they do not have a blue light.

The following academic buildings have exterior emergency phones:

- Physical Plant
- MTAC; all entrances
- Myers Library; main entrance lobby
- Severance Hall; main entrance breezeway
- Blades Hall; south entrance facing the Quad
- University Science Center; main entrance off Algona and PA entrance facing Aitchison Hall
- Smith Hall does not have an exterior phone, but the lower entrance is always unlocked and Security is always available in their office or by using the red Security phone located outside the Safety and Security office.

Campus Safety Policies can be found on UD's website here:

<https://www.dbq.edu/AboutUD/CommunityStandards/SafetyandSecurity/CampusSafety/>

Severe Weather Policy:

<https://www.dbq.edu/AboutUD/CommunityStandards/SafetyandSecurity/SevereWeather/>

Sexual Harassment Policy (Title IX) (partial compliance of A3.17g and A3.11)

The University of Dubuque strives to foster respect for the dignity and worth of all members of the University community by providing an educational and professional environment free of unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct that is oppressive or intimidating. The University has a zero tolerance policy regarding sexual harassment. Please refer to the Title IX Policy: Discrimination on the Basis of Sex & Sexual Misconduct, which can be found at: <http://www.dbq.edu/AboutUD/CommunityStandards/TitleIX/>. Students with questions or concerns about the above issues should immediately consult the Title IX Coordinator (563.589.3619).

Procedures for Staff/Faculty Response to Student Crisis

In the event a student is involved in an accident with serious injury, suicide attempt, alcohol or drug overdose, the victim of violence, sexual assault, harassment, and/or discriminatory acts, or threat of violence, and/or extreme emotional situation, procedures have been adopted by the University of Dubuque as an appropriate response.

The Student Life staff and Pastor to Seminary Students provide the University of Dubuque community with advice and counsel on how to deal with certain issues related to University of Dubuque students on campus and in the Dubuque community. The Student Life staff are available to help with handling issues in a way that is consistent with University of Dubuque policies and procedures. Student Life staff will act as liaison, as necessary, between agencies working with issues related to University of Dubuque students. If you have been a victim, or witnessed any incidents, you are encouraged to contact the Vice President and Dean of Student Life (563.589.3270), UD's Mental Health Therapist at (563.589.3253), or Counseling & Life Services at (563.589.3132). For additional information, please visit our website at www.dbq.edu/campuslife/officeofstudentlife/counselinglifeservices/



Appendix K— Educational Records and Personally Identifiable Information

Master of Science in Physician Assistant Studies

Educational Records and Personally Identifiable Information

The Family Educational Rights and Privacy Act (U.S. Public Law 93-579; FERPA) defines educational records, and governs students' rights of privacy and access to their educational records. Any school record, either paper or electronic, that contains personally identifiable information directly related to the student is an educational record under FERPA. Such records may include:

- Directory information
- Clinical rotation schedules
- Evaluations of academic performance
- Letters of commendation and/or notifications of honors
- Information about leaves of absence
- Combined degree program enrollment information
- Records of disciplinary actions
- Documentation of change in enrollment status
- Computer media
- Microfilm
- Video and audio recordings
- Photographs
- Course and rotation grades

Personally identifiable information contained in student education records shall be released, or open for inspection, only to the student, or parents of dependent students as defined in Section 152 of the Internal Revenue Code of 1986. "Personally identifiable" means that the data or information includes the name of a student, the student's parent or other family members, the address of the student, a personal identifier, such as the student's Social Security number or a student number, a list of personal characteristics or other information that would make the student's identity easily traceable. The following are not considered educational records under FERPA:

- Private notes of individual staff or faculty that are in their sole possession
- Campus police records
- Medical records
- Statistical data compilations that contain no mention of personally identifiable information about any specific student.

MSPAS program does not release or permit access to education records and personally identifiable information kept on a student except as otherwise permitted by law and this regulation. Responsibility for custody of all student educational records belongs to the University officials in charge of the area in which the records are maintained. Each designated custodian shall ensure that the procedures required by federal and Iowa law and this regulation are in place to control access to and disclosure of student education records and personally identifiable information contained therein.

Educational Records and Personally Identifiable Information in the Clinical Phase

In compliance with the Family Educational Rights and Privacy Act (U.S. Public Law 93-579; FERPA), the MSPAS program requires students' written consent to share personal information with educational partners (clinical affiliates and practice sites). The sharing of personal information is on a need to know basis and may include a student's social security number, email address, telephone number, results of drug testing, and/or results of background checks. Notice is hereby given that the MSPAS program will require a background check and a drug test through CASPA prior to entering the program and additional background checks and drug tests dependent on clinical site-specific requirements. Random drug testing or additional background checks may be requested of the student at any time while the student is enrolled in the MSPAS program, as well as for placement in certain clinical sites as a matter of standard operating procedures for those sites. The MSPAS student will be responsible for the cost of all background checks and drug testing.

A student's signature on the Student Acknowledgement of Receipt of MSPAS Student Handbook and Statement of Understanding Form (Appendix E) herein states receipt of this policy, acceptance of the terms and conditions contained within this handbook, and is considered informed consent.

Directory Information

MSPAS students must furnish contact information, including mobile phone number and information for an emergency contact, to the Program Director. It is the MSPAS student's responsibility to keep contact information current with the Program Director.

FERPA allows for the designation of certain academic record information as "directory." In order to prevent access to or release of directory information, a student must notify the designated custodian of record. After such notice, access to or release of directory information is withheld until further written instruction is received from the student. "Directory Information" includes:

- Student's name, local and permanent address, and telephone number(s)
- Date and place of birth
- Student classification and major and minor fields of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance, degrees, and awards received
- The most recent previous educational agency or institution attended by the student
- Photographic image

Waiver of Right of Access

Students and parents of dependent students have the right to waive their right of access to confidential letters of recommendation and other documents that evaluate student academic performance. Such waivers shall be in writing and made a part of the official academic record. A waiver of right to access shall be effective only when the student is notified, upon request, of the names of all persons who are submitting confidential recommendations or evaluations and when the confidential letters of recommendation and other evaluative documents are used solely for the purpose intended. The University may not condition admission, grants of financial aid, or receipt of any other service or benefit offered by the University, by another public educational institution in the State of Iowa or by any other public agency, upon being provided a waiver of the right to access by the student.

Requests for Information in Connection with Research

All requests for academic research dealing with data from student education records shall be referred to the University Registrar. Such requests must be in writing and must set forth specifically the type(s) of information to which access is requested and the intended scope of the research project. The applicable custodian of records shall determine whether to grant the request, in whole or in part, and may condition access upon a guarantee that the researcher appropriately safeguards the data; that no personally identifiable information about any individual be published or made available to others; or upon other reasonable conditions.

FERPA Notice to Students

The University shall provide notification annually to students of their rights relating to education records, including the right to file complaints, the procedures to be followed in order to exercise such rights, the types of information entered in the education records maintained by the University, and the University's policy to support the law. The full policy can be found online at <http://www.dbq.edu/Academics/Registrar/FERPA/>.

The MSPAS program complies with the following rights of privacy and access to student education records:

The right to inspect and review the student's education records within 45 days after the day the MSPAS program receives a request for access.

A student should submit to the Admission Director or Program Director a written request that identifies the record(s) the student wishes to inspect. The request must be in writing and signed by the person seeking access or release. The custodian of the records shall require the student, or legal representative of the student when applicable, requesting access to or release of the records to present proper identification such as a valid driver's license or passport. A copy of the request for access or release shall be retained in the student's file. Requests are usually honored within two business days unless the custodian or designee is not available. The student may review his/her file under supervision. Supervision is by a member of the staff to ensure that the record is not

altered during the review process. The MSPAS policy states that the custodian shall have up to 45 days in which to comply with a request. When the record includes information on more than one student, the custodian shall release, or permit access to only that part of the record that relates to the student who is the subject of the request. Students requesting the release to others of personally identifiable information contained in the student's education records must provide the custodian of such records with a signed, written request specifying the information to be released, the purpose(s) for such release, and the person or organization to whom such information shall be released. A copy of all requests for access and release shall be retained by the custodian of the records and shall be available for inspection and review by the student or a parent. The University reserves the right to deny a request for copies of education records made by a student or legal representative when there is a financial obligation to the University that has not been satisfied or when there is an unresolved disciplinary action pending against the student.

The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. Students who challenge the accuracy of an education record shall file a written request for amendment with the custodian of the records. The student also shall present to the custodian of the records copies of all available evidence relating to the data or material being challenged. The custodian of the records shall consider the request and shall notify the student in writing within 15 school days whether the request is granted or denied. During that time, any challenge may be settled informally between the student and the custodian of the records, in consultation with other appropriate MSPAS officials. If an agreement is reached, it shall be in writing and signed by all parties involved. Such agreement shall be maintained in the student's records. If an agreement is not reached informally, or if the request for amendment is denied, the student shall be informed in writing of the denial and the right to a hearing on the matter. Additional information regarding the hearing procedures is provided to the student when notified of the right to a hearing.

The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to University officials with legitimate educational interests. The following persons and organizations are considered "University officials" and may have access to personally identifiable information without the student's prior consent:

- a. Faculty, administrators, staff and consultants employed by the University, the University of Dubuque Board of Trustees whose work involves:
 - I. Performance of administrative tasks which relate to students;
 - II. Performance of supervisory or instructional tasks which relate to students;
or
 - III. Performance of services that benefit students.
- b. Other persons who are authorized by federal and state law and regulations to have access to or receive copies of such information. Upon request, MSPAS also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. MSPAS makes a reasonable attempt to notify each student of these disclosures.
- c.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by MSPAS to comply with the requirements of FERPA.

Mail complaint to:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202



Appendix L— Technology and Social Media Policies

Master of Science in Physician Assistant Studies

Computer Usage

By signing the “Agreement for Use of the Computer System,” you will be able to take advantage of all the privileges of using the University of Dubuque’s computer and telephone systems. These services include:

- Microsoft Office Applications (Word, Excel, PowerPoint, Access, Publisher, and FrontPage)
- Research programs/Library catalogues
- Adobe Acrobat Reader
- Network storage space for your files (access locally and via Internet)
- Internet access
- Opportunity to post a personal web page
- University email account (access locally and via Internet)
- Voice mail (if requested)
- Moodle – UDOonline,dbq.edu (course management system)
- MyUD (registration, grades, student accounts, etc.)

Documentation and instructions on this process are at the UD Help Desk Office (Van Vliet Hall) and online here: <http://www.dbq.edu/campuslife/facilitiesandservices/officeoftechnology/>.

Print Counts

Please note in the Acceptable Use Policy, under Access, Item #7, 250 prints will be allotted to each student per semester at no charge. When this allotment is diminished, additional print counts of 250 each can be purchased from the Cashier’s Office, third floor Charles and Ramona Myers Center. Print counts carry over from one semester to the next. Printing to a color printer will use more print counts than a monochrome printer.

Technology Acceptable Use Policy: <http://www.dbq.edu/media/admissions/financialaid/Technology-Acceptable-Use-Policy.pdf>

Email Policy

Each student has been provided with a UD email address. The MSPAS program uses UD email as the primary means of communication with students. This is the only email address used for

MSPAS program communications. MSPAS students should check their UD email daily for important information and notifications from the MSPAS program. Failure to respond to faculty or staff communications in a timely and respectful manner may result in disciplinary action. The MSPAS program cannot be held responsible for missed notifications resulting from unread email. The UD MSPAS email address should only be used when acting in your official role at UD MSPAS.

Social Media Policy

The term “social media” includes the following:

Communication via email, text messaging, or transfer of photographs or file documents using computers, smart phones, portable communication devices, and other technologies;

The use of web-based applications such as, but not limited to, Facebook, Twitter, Tumblr, Instagram, Myspace, LinkedIn, YouTube, Flickr, blogs, wikis, and other outlets where comments are posted in network-based public settings; and future technologies that permit Internet-based information sharing.

This policy applies to all types of social media participation at any time by UD MSPAS students.

Students must abide by the laws, rules, regulations, and policies governing the protection of sensitive information such as the Health Insurance Portability and Accountability Act of 1996 (HIPAA) governing the dissemination of health information and the Family Education Rights and Privacy Act (FERPA) governing the dissemination of education records. Failure to do so can result in serious consequences both academically and legally. Confidential information must be protected at all times and must never be shared on any social media site, including, but not limited, to the following:

- Health information about anyone other than the student posting the information.
- Personal information about MSPAS students, employees, or alumni (e.g., private email addresses, grades, health information, demographic information, information about interactions with patients, and photographs of patients or the care environment— some of which may be FERPA protected).
- Defamation of MSPAS and its affiliates, faculty, staff, and other students.

If UD and/or MSPAS become aware of postings on any social media venue that have a negative or detrimental impact on the University or MSPAS program, such information can be used in determining the appropriate sanction for failure to act in accordance with this policy, which may include dismissal.

Be proactive about your professionalism:

- Separate personal from professional. Identify your opinions as your own.
- Be professional and respectful;

- Always think before you post, remembering that anything you share via social media is not private and can be shared, stored, and spread globally;
- Never post anything when you are angry, stressed, or lack sufficient time to review carefully;
- You should only post information, photos, and comments online if you would feel comfortable seeing them on TV or on the front page of the newspaper;
- Postings are permanent and can be retrieved even after being deleted by the user;
- Be timely and accurate. Check facts, grammar, and spelling of all content before posting; and
- Use highest privacy settings available. Social media sites are often targeted by cyber-criminals who use personal data for identity theft.

Prohibited activities, which may represent violations of the law and/or University policy and may result in academic discipline and/or legal sanctions:

Communicating with patients using social media, including “friending” a patient;

Posting patient information, including protected health information or photos, on any social networking sites, blogs, instant messaging or text messaging services;

Taking photos of patients and procedures. Photos of patients may only be taken when instructed by clinical faculty and proper protocols are followed and permissions obtained;

Using cell phones, fax machines, or email to transmit confidential information;

Posting personal information (e.g., home address, phone, password clues, social security number) or photos that show or appear to show you engaging in any offensive behavior, including, without limitation, promiscuity, intoxication, or substance abuse;

Posting potentially inflammatory or unflattering material on another’s website or wall;

Posting educational records or other student information protected by FERPA;

Posting profane or disparaging information about students, faculty, courses, rotations, hospitals, UD, or the MSPAS program;

Presenting yourself as an official representative or spokesperson for UD or the MSPAS program on social media;

Using UD and/or MSPAS logos or personal identification numbers in any social media postings;

Creating personal social media sites using UD email addresses or computer equipment;

Using smart phones, portable communication and/or other social media devices for personal or non-emergent reasons during encounters involving patients or patients’ families and friends, to include but not limited to, the following areas:

- Hospital patient rooms, exam and treatment areas, operating room,
- emergency room
- Outpatient clinics
- Physician or patient lounges, nurse's stations, hallways, waiting rooms,
- elevators, etc.
- During patient care rounds or presentations that discuss specific patients

Violations of Policy

Students who violate this policy are disciplined and verbally instructed by the Program Director to implement immediate corrective action. Depending on the type and severity of the infraction, immediate disciplinary and/or legal action may be warranted. This policy does not replace other UD or MSPAS program policies governing disclosure of confidential information, including protected health information and education records.



Appendix M—Student Handbook Policy Acknowledgement and Statement of Understanding

Master of Science in Physician Assistant Studies

I, _____ (print name), have read and understand the policies and procedures found in this MSPAS Graduate Student Catalog and Handbook.

By initialing alongside each topic, the student confirms the MSPAS Program Student Handbook has been received, read, and understood.

I am familiar with the contents of this document and the policies and procedures governing the following:

- Student Handbook
- Professionalism Policy
- Attendance Requirements
- Examination Policy
- Grading and Evaluation
- Academic Progress/Failure
- Probation, Withdrawal, Dismissal, Remediation
- Appeals Process
- Grievance Policy
- Program Completion Requirements
- Academic, Professional and Technical Standards
- Student Services (Life & Counseling, Academic Success Center, Health Services)
- Code of Conduct and Value of Integrity
- Injury/Exposure Policy
- Student Employment
- Faculty serving as healthcare provider
- HIPAA

I agree to abide by these policies.

This form must be signed and returned to the Program Director following review of the handbook during orientation.

Student Signature Date: _____

Program Director Signature Date: _____



Appendix N—Student Handbook Policy - Clinical Acknowledgement and Statement of Understanding

Master of Science in Physician Assistant Studies

I, _____ (print name), have read and understand the policies and procedures found in this MSPAS Graduate Student Catalog and Handbook.

By initialing alongside each topic, the student confirms the MSPAS Program Student Handbook has been received, read, and understood. I am familiar with the contents of this document and the policies and procedures governing the following:

- Physician Assistant Competencies
- Professional & Academic Standards
- Program Progression and Completion Requirements
- Professionalism Policies
- Prerequisites for the Clinical Phase (Immunizations, titers, UDS, background checks, etc.)
- Policies & Regulations (Health Policies, Immunizations, Health Insurance, Disability Insurance, Liability Insurance, Background Checks, Substance Use Policy, Communicable Diseases & Exposures, HIPAA)
- Academic Policies (Attendance Policy Requirements & Absence Procedure)
- Student Policies (Student Employment)
- Clinical Sites & Responsibilities (Solicitation of Rotation Sites and Preceptors)
- Distant Rotation Policy (Including Housing /Transportation)
- Clinic Site Orientation & Required Materials
- Faculty/Preceptor serving as healthcare provider
- Standard Precautions
- Injury/Exposure Policy
- Course Descriptions
- Grading and Evaluation
- EOR Examination Policy
- Rotation Failure

I agree to abide by these policies.

This form must be signed and returned to the Program Director following review of the handbook during clinical orientation.

Student Printed Name Student Signature Date: _____

Program Director Signature Date: _____



Appendix O—Authorization to Release Information

Master of Science in Physician Assistant Studies

University of Dubuque

Master of Science in Physician Assistant Studies

Authorization to Release Information

Student name: _____ Date: _____

Date of Birth: _____

Students in the Master of Science in Physician Assistant Studies (MSPAS) Program participate in direct patient care, observation, and clinical rotations which are part of the requisite coursework for the MSPAS degree offered by University of Dubuque (UD). To enable UD and the clinical sites to determine a student's eligibility to participate in these experiences, certain medical, criminal background checks, and drug screen information pertaining to that student are required by UD and the clinical sites.

UD is authorized to release to the MSPAS Program and its affiliates results of criminal background checks, results of drug screens, immunization records, current Tuberculosis screening results, current certifications, statement of health, letter of standing, date of birth, and the last four digits of your social security number to be used to satisfy the information requirements of clinical sites at which the student will participate in educational activities.

I hereby release UD and its officers, trustees, and employees from any and all liabilities, responsibilities, damages, and claims which might arise from the release of information authorized above. I understand that I may withdraw this consent for release of information at any time prior to the expiration date, except to the extent that action has been taken in reliance hereon. I understand that withdrawal of this consent may affect my ability to complete required coursework and my ability to graduate from the MSPAS Program.

I acknowledge it is my responsibility to keep a copy of this signed form and all aforementioned records eligible for release for my own records. I acknowledge I have fully read and understand this release. I further acknowledge that all of my questions have been answered prior to the signing of this release.

Student Signature

Date



Appendix P—Student Grievance Form

(A3.11 and A3.17)

Master of Science in Physician Assistant Studies

The purpose of this policy and procedure is to provide a means for MSPAS students to seek investigation and possible resolution of grievances. MSPAS students are encouraged to informally resolve a grievance as soon as possible through a meeting with the instructor (or the Clinical Education Director during the Clinical Phase). If the matter cannot be resolved, or if the professor cannot be reached, the student should meet with the Program Director. If the student's grievance is against a committee, the students must meet with the committee chairperson and the Program Director to attempt informal resolution. A mutually agreeable resolution shall be formalized through a notation in the student's file/record that is initialed by the student and the professor.

Formal Grievance Procedure

In any disagreement over the interpretation of academic regulations or the existence of extenuating circumstances that might justify special consideration, the student may file a grievance. Students wishing to file a grievance should do so within 15 business days of the event by submitting their concerns in writing to the MSPAS Program Director.

A grievance is a complaint by a student of UD involving an alleged misapplication or violation of any UD policy or procedure that adversely impacts the student, or any other dispute within UD that directly impacts the student in an adverse manner. A Grievance may include, but is not limited to, complaints alleging:

- (a) unfair treatment by an University employee,
- (b) errors in the assessment of fees or other financial obligations,
- (c) registration errors, and/or
- (d) loss of financial aid eligibility.

The primary objective of a student grievance procedure is to ensure concerns are promptly dealt with and resolutions reached in a fair and just manner. It is essential each student be given adequate opportunity to bring complaints and problems to the attention of the University with the assurance each will be heard and due process afforded the student.

This Student Grievance Form provides guidance for students in following the grievance process for academic and non-academic grievances, and complaints of unlawful discrimination or unfair treatment. A "student" is an individual who is matriculated or otherwise enrolled to attend class full or part-time at the University of Dubuque (UD). Students wishing to file a grievance should do so within 15 business days of the event by submitting their concerns in writing to their academic advisor.

Issues and Disputes Covered Under Their Own Process:

1. Requests to review and challenge contents of student records (see University Student Handbook section Family Educational Rights and Privacy Act and Access to Student Records).
2. Grievances or concerns involving harassment or discrimination on the basis of race, color, religion, sex, age, national origin, disability, or Vietnam-era veteran status (see University Graduate Student Catalog and Handbook section Values and Values Violations).
3. Grievances relating to sexual harassment (see University Graduate Student Catalog and Handbook section Values and Values Violations).
4. Appeals of disciplinary actions. Appeals of this nature will be submitted to the Graduate Curriculum Committee in consultation with the Vice President for Academic Affairs.
5. Appeals or petition regarding instructional or academic issues. Appeals for these issues will be submitted to the Graduate Curriculum Committee in consultation with the Vice President for Academic Affairs.
6. Complaints that, on their face, are not subject to possible resolution in a student grievance context. (An example would be a student complaint where the student's requested relief is prohibited by state or federal law.)

Use this form to document your grievance. This form serves as the written grievance for informal and formal resolution, though it is possible to resolve your grievance without going through both levels.

A Grievance reported on this form may include, but is not limited to, complaints alleging:

- (a) unfair treatment by an University employee,
- (b) errors in the assessment of fees or other financial obligations,
- (c) registration errors, and/or
- (d) loss of financial aid eligibility.

Informal Resolution

1. Before initiating the formal grievance process, the student is encouraged to make every effort to resolve the problem informally with the person(s) alleged to have caused the grievance.
2. Alternatively or additionally, the student may present the informal grievance in writing to the person(s) alleged to have caused the grievance. This attempt to resolve the grievance informally should be started as soon as the student first becomes aware of the act or condition that is the basis of the grievance.
3. The student may present the informal grievance to the direct supervisor of the person alleged to have caused the grievance. Students uncertain about how to identify this person or determine how to proceed may consult the Graduate Program Director, who shall identify the appropriate person.

Formal Complaint Resolution

1. When appropriate, students are encouraged to work with their academic advisor and other parties involved to arrive at a solution before filing a formal complaint. If the student desires to request a formal complaint, the complaint is submitted to the MSPAS Program Director, or their designee, for evaluation.

2. The MSPAS Program Director, or their designee, will review and act on the issue within fifteen business days of receipt.
3. The student may elect to appeal the MSPAS Program Director's decision to the Graduate Curriculum Committee, which will review and act on the issue within thirty calendar days of receipt.
4. The student may elect to appeal the Graduate Curriculum Committee's decision to the Vice President of Academic Affairs, who will review and act on the issue within thirty calendar days of receipt.

Student Grievance Form

To submit a grievance, please complete the following information: [* indicates a required field]

*First name:	
*Last name:	
*UD Student ID #	
*Phone number (cell):	
Phone number (work):	
*Street address:	
*City:	
*State:	
*Zip code:	
*Email:	

***Resolve**

Have you tried to resolve the problem informally with the person(s) alleged to have caused the grievance or with the direct supervisor?

- Yes
- No

*** Incident Description**

Please include names of other persons involved, departments, any witnesses and support documentation. If additional space is needed please use another sheet of paper and attach to this form.

***Solution**

What Are You Requesting as a Proposed Solution?

If the student complaint cannot be resolved after exhausting the Institution’s grievance procedure, the student may file a complaint with the Iowa College Student Aid Commission. The student attending a location in Iowa must contact the Iowa College Student Aid Commission for further details.

The Iowa College Student Aid Commission address is:

Iowa College Student Aid Commission

430 East Grand Ave., FL 3

Des Moines, IA 50309

Phone: 877.272.4456

Website: <https://www.iowacollegeaid.gov/content/constituent-request-review>