

chatham UNIVERSITY
PHYSICIAN ASSISTANT STUDIES

Student Manual

Chatham University
107 Woodland Road
Pittsburgh, PA 15232
Program office: (412) 365-1412
Program fax: (412) 365-2952

<http://www.chatham.edu/mpas/>

TABLE OF CONTENTS

Introduction

Vision and Mission Statement
Problem-based Learning (PBL) Model
Program Competencies
Certification
Accreditation

Faculty and Staff

Lexicon

Curriculum

Introduction
Course Sequence
Class Schedule
Course Outcomes
Course Competencies and Learning Objectives
Outcomes Assessment
Contract to Enhance PANCE performance

Book List

Policies and Procedures

Examinations
Counseling
Title IX
Bereavement
Safety
Prevention of Exposure to Infection & Environmental Hazards
Lab and Clinical Experience Safety and Prevention
Biohazardous Waste
Hazardous Exposure
Immunizations and Health Screening Policies
Immunizations
Clearances, Background, and Training
Drug Screening
Academic Policies
Clinical Rotations Policies and Procedures
Preceptor-Student relationships
Honor Code and Academic Integrity Policy
Professionalism and Conduct Policy
Dress Code
Identification
Social Media Policy
Email Policy

Student Progress Advisory Committee (SPAC)

Tuition and Fees

Laptop Requirements

Additional Information

PA Organizations

INTRODUCTION

Chatham University is home to almost 2,300 undergraduate and graduate students. Chatham's Shadyside Campus includes the historic 39-acre Woodland Road arboretum campus, the Eastside Campus at Fifth and Penn Avenues, and the Eden Hall Farm Campus located on 388 acres in Richland Township that houses the School of Sustainability. The University is a private, selective, fully accredited, nonsectarian institution consisting of four distinct colleges:

School of Arts, Science and Business offering baccalaureate and master's degrees;

School of Health Sciences offering baccalaureate degrees leading to health science careers;

Falk School of Sustainability & Environment offering baccalaureate and master's degrees in sustainability and food studies.

The University is accredited by the [Middle States Commission on Higher Education](#), 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000; and the [Pennsylvania Department of Education](#).

The Master of Physician Assistant Studies Program (MPAS) provides academic and clinical training that prepares its graduates to be certified and licensed to practice collaboratively with physicians and other healthcare providers, especially the primary care providers, in a competent, ethical, and reliable manner. The clinical training for Chatham's PA program involves a 12-month period of clinical rotations across core specialties. These required core specialties include emergency medicine, family medicine, internal medicine, pediatrics, psychiatry, surgery, and women's health. Students also complete two elective rotations. Each rotation is referred to as a Clinical Experience (CE). These rotations are designed to provide sufficient exposure to prepare the student for entry into clinical practice upon graduation and take place predominantly with physician and physician assistant preceptors with expertise in their practice areas. Student instruction during their clinical year continues to follow in the spirit of problem-based learning utilized during their didactic curriculum, in that students are expected to take initiative and continue use of self-directed learning to expand their knowledge base.

Vision and Mission Statements

Vision

To strive for excellence in physician assistant education whose graduates are known as outstanding clinicians in the community and leaders in the profession trained by faculty who are recognized for developing and researching innovative curricular methods.

Mission

The Chatham University MPAS Program is dedicated to producing knowledgeable, compassionate, ethical, and clinically skillful graduates who are ready to provide health care services to all persons without exclusion and who are willing to become the future leaders and educators of the profession. This will be accomplished by:

- Recruiting and retaining outstanding PA students from diverse backgrounds and educating them to practice as primary care providers to serve those in the communities they live and work;
- Providing a student-centered curriculum that promotes self-directed and lifelong learning through the use of evidence-based medicine;
- Promoting professionalism and service to the community;
- Contributing to the advancement of knowledge in medicine and physician assistant education;

- Encouraging students to serve local, national, and international communities through active involvement in service-oriented programs for medically underserved populations;
- Involving students in interprofessional activities and encouraging the development of team skills and an appreciation of team-based, patient-centered care;
- Promoting participation in professional organizations and the education of future PAs;
- Supporting sustainability through health promotion, disease prevention, health literacy, cultural humility, and reduction of printed materials in and out of the classroom.

Problem-based Learning Model

Chatham University utilizes a hybrid model of *problem-based learning* (PBL), lectures, and on-line activity that challenges students to be self-directed and prepares students for the evidence-based, problem-oriented world of clinical medicine. Through actual patient cases, students develop learning issues, research topics using the most up-to-date resources, work in teams and receive feedback on knowledge base as well as professionalism to prepare them for primary care, problem-focused clinical practice.

Program Competencies

The program has adopted the Competencies for the Physician Assistant Profession, created by our professional organizations, as the Program's Core Competencies or Goals. These competencies define the expected minimal and specific knowledge, skills, and attitudes required of physician assistants to practice.

1. Apply knowledge of basic sciences with a focus on clinical application across the lifespan.
2. Perform an appropriate history and physical examination to determine a differential diagnosis and plan of action.
3. Manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacologic agents and other appropriate treatments.
4. Competently perform clinical procedures considered essential in primary and surgical care.
5. Students will develop the skills necessary to become lifelong learners and demonstrate commitment to stay current with medical knowledge through critical evaluation of medical literature.
6. Exercises cultural humility by recognizing the cultural norms, needs, influences, and socioeconomic, environmental, and other population-level determinants affecting the community and individual being served.
7. Demonstrates ability to effectively communicate across the continuum (verbally, non-verbally, and in writing), with patients, families, and the healthcare team.
8. Respect the dignity and privacy of patients across the lifespan including consideration for legal and ethical matters.
9. Demonstrates emotional resilience, adaptability, self-awareness, and understands the importance of wellness and self-care.
10. Identify risk factors, screening, and interventions for the prevention of diseases across the lifespan.
11. Understand the legal aspects of the healthcare system including the regulatory environment, funding and payment sources, PA scope of practice, and PA/physician relationship.

Certification

Eligibility for practice as a physician assistant requires passing the Physician Assistant National Certifying Exam (PANCE) given by the National Commission on Certification of Physician Assistants. All states require this certification for licensure.

Physician assistants must complete 100 hours of continuing medical education every two years and take the Physician Assistant National Recertifying Exam (PANRE) every ten years. Further information regarding continuing medical education can be found on the National Commission on Certification of Physician Assistants website under certification maintenance – <https://www.nccpa.net/MaintainCertification>

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the Chatham University Master of Physician Assistant Studies Program sponsored by Chatham University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **March 2034**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/wp-content/uploads/2020/09/Accreditation-History-Chatham-U-42.pdf>.

FACULTY & STAFF

All faculty and staff other than the Medical Director have offices in Chatham's Eastside Building at 6585 Penn Avenue. To view faculty's individual profile, [click here](#).

Directors

Alyssa Abebe, MPAS, PA-C Interim Program Director, Associate Professor	412-365-1405	aabebe@chatham.edu
Jonathan Weinkle, MD Medical Director	412-365-1412	JWeinkle@chatham.edu

Principal Faculty

Alyssa Abebe, MPAS, PA-C Associate Program Director Associate Professor	412-365-1405	AAbebe@chatham.edu
Nicole Brown, MS, PA-C Associate Director of Curriculum and Instruction Associate Professor	412-365-1117	NBrown1@chatham.edu
Paige Cendroski, MPAS, PA-C Associate Professor	412-365-1425	P.Cendroski@chatham.edu
Brenda Ealey, MPA, DMSc, PA-C Associate Director of Clinical Education Assistant Professor	412-365-2765	B.Ealey@chatham.edu
Kerri Jack, MHS, PA-C Assistant Professor, Clinical Coordinator	412-365-1170	K.Jack@chatham.edu
L'lee Janicki, MPA, PA-C Assistant Professor	412-365-1114	L.Janicki@chatham.edu
Shuo Li, MPAS, DMSc, PA-C Assistant Professor, Clinical Coordinator	412-365-2430	S.Li@chatham.edu
Hamid Nawaz, MD, MBA Assistant Professor	412-365-1827	H.Nawaz@chatham.edu
Natalie Schirato, MPAS, PA-C Associate Professor	412-365-1496	N.Schirato@chatham.edu

Instructional Faculty

Michael Czajka, MPAS, PA-C

Adjunct Faculty – Advanced Clinical Medicine I, II, III

M.Czajka@chatham.edu

Morgan Krieger, MPAS, PA-C

Adjunct Faculty – Skills for the PA I, II

Kimberly McGonigle, MPA, PA-C

Adjunct Faculty, Pharmacology I and II

KMgonigle@chatham.edu

Christine Parise, MPA, PA-C

Adjunct Faculty – Skills for the PA I, II

C.Parise@chatham.edu

Julie Parker, MPAS, PA-C

Adjunct Faculty – PBL, Evening PBL Coordinator

JParker@chatham.edu

**For a complete list of PBL Adjuncts – see syllabus*

Support Staff

Victor Capone

Program Assistant

412-365-1412

V.Capone@chatham.edu

Kathleen Donnelly

Administrative Assistant

412-365-1197

K.Donnelly@chatham.edu

Bette Weger

Clinical Administrative Assistant

412-365-1829

B.Weger@chatham.edu

LEXICON

The following is a list of commonly used words, phrases, or abbreviations.

Academic Calendar – The Physician Assistant Program academic calendar specifies the dates for the various units of academic and clinical education. This includes vacation periods and does not necessarily coincide with the academic calendar for the college.

Advisor – Although students are ultimately responsible for their own academic progress, every student will be assigned a faculty advisor who appreciates their unique interests and goals, is knowledgeable about academic policies, and is able to refer them to appropriate resources. Advisors help students as they develop academically, professionally, and personally.

Assessment – The program will assess all aspects of each student's performance during the academic and clinical portions of the program. Each student's competence will be determined to either meet program standards (satisfactory) or not meet program standards (needs improvement). The program will require remediation of students whose performance is determined to need improvement. Persistent performance that

needs improvement or failure to successfully remediate may result in failure of a course and potentially deceleration or dismissal from the program.

Attrition – A reduction in number.

Student Attrition – The permanent loss of a matriculated student from the course of study in a physician assistant program.

Case Presentation – Students orally describe a patient's case in a logical, concise format.

Class Representatives – Each class of physician assistant students will elect a president, vice president, secretary, treasurer, and delegates who will act as representatives for the students in all program and university matters.

Learning Outcomes – Learning outcomes are statements of the knowledge, skills, and abilities the individual student possesses and can demonstrate upon completion of a learning experience or sequence of learning experiences (e.g., course, unit, program, or degree).

Instructional Objectives – Instructional objectives are the means by which one attains competency in an associated learning outcome.

Curriculum Calendar – The physician assistant curriculum calendar specifies the course content of each unit and comprises all of the courses required to attain a Master of Physician Assistant Studies degree.

Deceleration – A student's failure to meet the minimum competencies required at selected points throughout the program and which can result in a delay in graduation.

DxR – DxR Clinician is a web-based patient simulation tool that is used during the PBL cases in PAS 600 and PAS 601, Essentials of the Physician Assistant. This system allows students to question the patient, conduct a simulated exam and order/interpret diagnostic tests. During each portion of the patient interaction, students can review responses and results to simulate an actual patient encounter.

Formative Assessments – Formative assessments are done during a semester, providing the opportunity for immediate evidence for student progress at a particular point in the program. These may include written and oral examinations, skills demonstrations, and patient case presentations, to name a few. These assessments help monitor the progress being made by students towards achieving learning outcomes.

Health Professional Shortage Areas (HPSAs) – HPSAs are designated by HRSA (see below) as having shortages of primary medical care, dental, and/or mental health providers and may be geographic (a county or service area), demographic (low-income population) or institutional (comprehensive health center, federally qualified health center or other public facility). Medically Underserved Areas/Populations are areas or populations designated by HRSA as having too few primary care providers, high infant mortality, high poverty, and/or high elderly population.

Health Resources Services Administration (HRSA) – HRSA is the primary Federal agency for improving access to health care services for people who are uninsured, isolated, or medically vulnerable.

Learning Issues – Topics that arise from a patient problem about which the student decides if they need further exploration for understanding.

MCQ Exams – The program will administer periodic multiple choice question exams to aid students in identifying new learning issues and to help the students to assess their fund of knowledge. This will also aid the student in evaluating their test taking skills and strategies in preparation for the PANCE.

Patient Management Assessments – These problem-based exams assess the students' clinical reasoning skills and fund of knowledge by working through actual clinical scenarios. Students receive feedback regarding their clinical reasoning skills.

Practical Exams – The program will administer periodic practical examinations to aid students in identifying new learning issues and to help the student to assess their skill acquisition. The student will demonstrate specific skills including physical examination and clinical procedures.

Problem-based Learning (PBL) – A method of medical education by which students are presented with a simulated patient problem. Students develop and utilize self-directed learning skills to build their knowledge base as they work through these cases. Both problem-solving and clinical-reasoning skills are developed through this educational approach.

PBL Facilitator – A faculty member who guides a group of students through a patient problem.

PBL Group – A group of students (usually 7 to 9) working together on a PBLM (see below). Groups and facilitators change periodically during the curriculum.

PBL Module (PBLM) – A real patient case used during PBL sessions.

PBL Unit– A portion of the curriculum organized around a series of PBLMs.

Remediation – The program requires students to identify and incorporate elements that may be lacking in their performance and identify learning issues and resources necessary to achieve satisfactory performance in order to progress in the program.

Resources – Any source that can be utilized to resolve a learning issue. This includes books, computer searches, journal articles (considered a primary source), and people (faculty, PAs, MDs, or others knowledgeable in the area).

Screening Brief Intervention and Referral to Treatment (SBIRT) – An evidence-based and patient-centered method for approaching unhealthy alcohol/substance/tobacco use. Promotes concepts of universal screening, brief intervention using motivational interviewing techniques, and referral to appropriate levels of treatment when indicated. The focus is on early intervention.

Special Seminars – Informational, topic-driven sessions and experiences meant to enhance student learning

Standardized Patient (SP) – A simulated patient presentation during which the student demonstrates their patient evaluation and management skills

Summative Evaluation – The summative evaluation is a series of assessments that are comprehensive in nature, provide accountability, and are used to determine if students have met the minimal competency level required at the end of the program. This is composed of a comprehensive MCQ exam, two practical exams, and a group presentation.

Clinical Rotation Specific Terms

Clinical Coordinator – A faculty or staff member who supervises the recruitment of clinical sites, the scheduling of students' clinical experiences and assignments, and conducts periodic clinical site visits.

Supervised Clinical Practice Experience (SCPE) /Rotation – A four- to five-week full-time experience at a clinical site during the clinical portion of the curriculum in the students' second year.

Clinical Site – An office, clinic, hospital, or other health care facility where a student learns to care for patients under the supervision of a preceptor

Competitive Site (Level 1) – Sites deemed competitive by the clinical staff include those that have more demanding schedules, patient loads or preceptor expectations than other sites. Students will be evaluated for placement at such sites by the faculty prior to CE scheduling.

Distant Site – A clinical site that is greater than a 75 -mile radius from Chatham

Introduction to Clinical Experience (Intro to CE) – During the didactic year, this course introduces medical documentation, HIPAA regulations, and issues surrounding cultural sensitivity in medicine. Professional comportment while on rotations will also be introduced

Preceptor – Physician, physician assistant, nurse practitioner or other health care provider who supervises a physician assistant student during a clinical experience

CURRICULUM

Introduction to the Curriculum

The curriculum is a 24-month (85 semester credit) professional course of study leading to the Master of Physician Assistant Studies (MPAS) degree. Basic medical sciences, research, clinical methods, and clinical experiences are integrated from the beginning of the program and continued throughout the course of study.

The program produces physician assistants capable of providing primary medical care in an ethical, legal, safe, and caring manner. To achieve this, students must acquire knowledge and the ability to use that knowledge in the practice of medicine. Students are expected to consistently retrieve and apply their knowledge appropriately in their patients and reason effectively. Self-directed learning skills are necessary to keep their knowledge current. Self-knowledge, knowledge and understanding of others and continued professional development beyond the degree are necessary for success. Problem-based learning is the basis for the entire curriculum. In this learning process, the student encounters a clinical problem which serves as stimulus for the application of clinical-reasoning, self-directed learning, and teamwork skills. They are encouraged to seek out all available resources, thus developing skills necessary for the life-long learning that a medical practitioner must use.

The MPAS program is competency-based, requiring all students to master the required material. The grading system is pass/fail. Any student receiving a failing grade may remediate the course work as further described in this manual with the approval of the respective instructor of record.

A student in the MPAS program must be in good academic standing to remain enrolled in the program. To be eligible for graduation, students must be in good academic standing and successfully complete all required courses.

Problem-based learning forms the backbone of the entire curriculum. In this learning process, the student encounters a clinical problem that serves as a stimulus for the application of clinical-reasoning skills. Students then initiate a search for information and knowledge needed to understand the mechanisms responsible for the problem and how it might be resolved. Students acquire knowledge at the same time as they develop their clinical-reasoning, self-directed learning, and teamwork skills. They are encouraged to seek out all available resources, thus developing skills necessary for the life-long learning that a medical practitioner must use.

For students to be awarded the degree of MPAS, they must complete the entire curriculum within three years of initiating coursework.

Course Sequence

[click here for course descriptions](#)

Course Number	Course Title	Credits
Fall Year 1		
PAS 600	Essentials for the Physician Assistant I	9
PAS 602	Clinical Application of Basic Sciences I – includes cadaver lab (prosected)	4
PAS 606	*Clinical Pharmacology I	2
PAS 610	Introduction to Clinical Experience I	2
PAS 612	Introduction to the PA Profession	1
PAS 637	Clinical Skills for the Physician Assistant I	4
	Semester Total:	22
Spring Year 1		
PAS 601	Essentials for the Physician Assistant II	9
PAS 603	Clinical Application of Basic Sciences II – includes cadaver lab (prosected)	4
PAS 607	*Clinical Pharmacology II	2
PAS 611	Introduction to Clinical Experience II	2
PAS 613	*Critical Reading of the Literature	1
PAS 638	Clinical Skills for the Physician Assistant II	4
	Semester Total:	22
Summer Year 1		
PAS 614	Medical Ethics	1
PAS 617	Clinical Procedures	2
PAS 635	Healthcare Policy	1
PAS 651	**Advanced Clinical Medicine I	1
PAS 640	Clinical Experience I	3
PAS 641	Clinical Experience II	3
	Semester Total:	11
Fall Year 2		
PAS 652	**Advanced Clinical Medicine II	1
PAS 642	Clinical Experience III	3
PAS 643	Clinical Experience IV	3
PAS 644	Clinical Experience V	3
	Semester Total:	10
Spring Year 2		
PAS 653	**Advanced Clinical Medicine III	1
PAS 645	Clinical Experience VI	3
PAS 646	Clinical Experience VII	3
PAS 647	Clinical Experience VIII	3
	Semester Total:	10
Summer Year 2		
PAS 648	Clinical Experience IX	3
PAS 654	**Advanced Clinical Medicine IV	1
PAS 629	Summative Evaluation	1
PAS 630	Topics in Clinical Medicine	4
PAS 636	Program to Practice	1
	Semester Total:	10
PAS 640-648	Includes the required core rotations of Family Practice, Internal medicine, Pediatrics, Emergency Medicine, Psychiatry/Behavioral Health, Women's Health, Surgery and two elective rotations of choice.	
TOTAL PROGRAM CREDITS		85

*denotes partial online course

**denotes online course

NOTE: 1 credit of lecture is equivalent to 14 hours of in-class instruction over the given term as outlined by the University policy in the course catalog. 1 credit of lab is equivalent to 21 hours of in-class instruction over the given term as defined by the MPAS program. These credit loads exclude anticipated time devoted to course study outside of class.

Class Schedule

The schedule below is to provide a template for a typical first-year student's week. Students are assigned to PAS 600/601, PAS 602/603 and PAS 637/638 in groups at the beginning of each semester. **Students will attend either a morning or evening session of PAS 600/601.** PAS 606/607 is held on Tuesday evenings and is a hybrid course within class and online activities. The remaining courses are integrated throughout daytime hours within the week.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
8AM	PAS 600/601 Essentials for the PA	PAS 602/603 CABS Cadaver Lab (Group B) (8:30-11:30)	PAS 637/63 Clinical Skills for the PA (Group A)	PAS 600/601 Essentials for the PA	PAS 602/603 CABS Cadaver Lab (Group A) (8:30-11:30)	PAS 637/638 Clinical Skills for the PA (Group B)	PAS 600/601 Essentials for the PA
9AM							
10AM							
11AM							
12PM							
1PM	Time reserved for special lecture, PAS 604/605 Critical Reading of the literature or PAS 610/611 Introduction to the Clinical Experience	PAS 637/638 Clinical Skills for the PA (Group B)	Time reserved for special lecture, PAS 604/605 Critical Reading of the literature or PAS 610/611 Introduction to the Clinical Experience	PAS 637/638 Clinical Skills for the PA (Group A)	Time reserved for special lecture, PAS 604/605 Critical Reading of the literature or PAS 610/611 Introduction to the Clinical Experience		
2PM	PAS 602/603 Clinical Application of the Basic Sciences (CABS)		PAS 602/603 Clinical Application of the Basic Sciences (CABS)		PAS 602/603 Clinical Application of the Basic Sciences (CABS)		
3PM							
4PM							
5PM	PAS 600/601 Essentials for the PA	PAS 606/607 Clinical Pharmacology	PAS 600/601 Essentials for the PA	PAS 600/601 Essentials for the PA			
6PM							

7PM					
8PM					

Course Outcomes

Didactic Year General Goals

1. The student will develop a strong knowledge base.
2. When encountering an unfamiliar problem, the student will be able to build, organize, and articulate the basic science knowledge and concepts that can explain the problem, and which can then be employed to resolve the problem.
3. The student will develop clinical reasoning skills.
4. The student will demonstrate the ability to use the clinical reasoning process in the investigation and solution of medical problems.
5. The student will develop self-directed learning skills and self-assessment skills.
6. When a student encounters a problem that they are unable to explain, the student will be able to design and implement satisfactory learning strategies, monitor the adequacy of personal knowledge and skills, assess the effectiveness of the self-directed learning strategies used, and critically assess the learning resources for adequacy, quality, and credibility.
7. The student will develop competence in clinical skills.
8. The student will demonstrate appropriate interview and physical examination techniques.
9. The student will demonstrate appropriate clinical procedural skills.
10. The student will develop professional interpersonal skills.
11. The student will demonstrate effective interpersonal skills while interacting with patients, peers, faculty, and others.
12. The student will demonstrate cultural sensitivity in all interactions.

Clinical Year General Goals

1. The student will develop comprehensive patient care skills.
2. The student will apply the core medical knowledge acquired during the academic year while assessing, evaluating, and managing patients. They will demonstrate that the care they provide is effective, patient-centered, timely, and equitable.
3. The student will develop self-directed practice reviews and research skills.
4. The student will engage in critical analysis of their own practice experience, medical literature and other information resources for the purpose of self-improvement. As a result, they will be able to assess, evaluate, and improve their patient care practices.
5. The student will develop a keen knowledge of healthcare policies and the business of medicine.
6. The student will demonstrate an awareness of and responsiveness to the health care system and engage in practices designed to improve the system of which their practices are a part.

Course Competencies/Learning Outcomes and Instructional Objectives

Course learning outcomes and instructional objectives are in each individual course and individual rotation-specific syllabus.

Outcomes Assessment

Periodic assessments are conducted to assure that students are attaining the knowledge, skills, and behavior required of a practicing physician assistant. These assessments are used to assist the faculty and students in identifying areas for further study and to give students feedback on what they have already learned. Assessments in this program may include the following types, as listed below.

Didactic Education Assessments

SOAP Notes

These papers will be evaluated for writing skills as well as content and format.

History and Physical Examination Practicum/OSCE

Students will demonstrate and document history and physical examinations in several courses.

Clinical Procedures Practicum:

Students demonstrate knowledge of procedural skills.

MCQ Examinations

Students take multiple choice question examinations in multiple courses.

PMA (Patient Management Assessments)

Students take written question format examinations in Essentials for the Physician Assistant.

Remediation Assignments

Students complete remediations for missed items on MCQ examinations, demonstrating knowledge of the correct answer, and citing references.

Oral Presentations

Students provide patient presentations during PBL sessions, relative to the patient being evaluated.

Group Presentations

Students work together to provide a collaborative presentation in several courses.

Other Medical Documentation

Students complete other medical documentation such as: admission orders, operative notes, discharge summaries, etc.

PBL Skills and Participation Evaluation

Evaluations of critical thinking, clinical reasoning, self-directed learning, self-evaluation, and professional/team skills are done at the end of each unit. Students are directed to course syllabi for specific criteria.

Clinical Education Assessments

Preceptors' Evaluations

These evaluations will be based on the observed student interactions with patients, oral presentations, history and physical examinations, progress notes, and any other professional interactions.

Clinical Coordinator Evaluations

These evaluations will be based on review of the student's patient encounter logs and written documentation to include H&Ps, SOAP notes, procedure notes, operative notes, initial patient evaluations, and discharge summaries.

Computerized Patient and Procedure Tracking System

This system will track patient encounters and clinical procedures performed during the student clinical experience. The information entered will be evaluated by the clinical coordinator to ensure that students encounter patients across the lifespan and in a variety of clinical settings.

Multiple Choice Examinations

These exams are designed to assess core medical knowledge and its application to the clinical setting. They also provide practice for the national certifying examination. Questions are based on any information that may be encountered in the specific medical setting of the student clinical rotation.

Medical Documentation Skills

These include, but are not limited to, patient encounter notes, procedural notes, admissions orders, progress notes, discharge orders, referral or consultation requests, and prescription writing.

Remediation

Students will be given the opportunity to remediate certain assessments in the program. Specific criteria are included in each course syllabus.

Professional Growth Objectives

The student's attitudes and behavior that contribute to professional growth will be monitored by core PA faculty and clinical preceptors throughout the clinical experiences.

The student will demonstrate professional growth by:

- A. Developing and maintaining good interpersonal relationships with patients as demonstrated by:
 1. encouraging discussion of problems and/or questions;
 2. recognizing verbal and non-verbal cues;
 3. offering support and reassurance;
 4. listening attentively;
 5. draping appropriately, offering explanations, and displaying a professional demeanor during examinations and procedures.

- B. Seeking and maintaining competence by:
 1. demonstrating evidence of self-directed learning (reading, research, utilizing principles of evidence-based medicine);
 2. completing clinical experience in accordance with assigned schedule, with punctuality;
 3. adhering to the clinical experience objectives as set forth.

- C. Demonstrating professionalism by:
 1. recognizing one's limitations and informing preceptors when assigned task are not appropriate to current knowledge and/or skills;
 2. performing all clinical activities with the awareness of and under the supervision of the site preceptor or his/her designee;
 3. eliciting and demonstrating receptivity to constructive feedback;
 4. forming and maintaining positive relationships with patients, peers, staff and supervisors;
 5. maintaining a calm and reasoned manner in stressful and/or emergency situations;

6. showing respect for patients and maintaining appropriate confidentiality of the patient's record;
7. demonstrating awareness and sensitivity to patients' cultural beliefs and behaviors;
8. displaying a high level of motivation and interest;
9. dressing and grooming appropriately;
10. adhering to the AAPA Code of Ethics and HIPAA.

Contract to Enhance PANCE Performance

The contract is a method of scheduled study created by the program to help students strengthen their ability to take multiple-choice exams and to prepare them for successful performance on PANCE. All students sign the contract at the end of their didactic year, agreeing to meet the designated criteria and complete the required assignments as outlined if they fall below the designated benchmarks. All students may voluntarily participate in the contract assignments to help them improve their medical knowledge. Those that fall into the high-risk category (below designated benchmark) are required to turn in weekly assignments which may include writing 5 MCQ questions relating to areas of weakness and/or their rotations, taking practice exams, and/or writing remediations, and meeting with the medical director. Students must write an explanation of why answers are right and wrong. Along with MCQ questions, students may also be required to write up a common disease related to their MCQ questions. Contract assignments may alter depending on the student's needs and/or areas of weakness. The contract is divided into three time periods: Summer 1/Fall, Spring, and Summer 2 following the didactic year. Students are categorized into high and low risk based on scores (see below):

- Summer 1/Fall period: Essentials MCQ #1-6 average >65 = low risk; <65 = high risk OR
PACKRAT I >125 = low risk; <125 = high risk
- Spring period: Mid-summative exam >140 low risk; <140 = high risk
- Summer 2 period: End of Curriculum exam >1475 = low risk; <1475 = high risk OR
PACKRAT II >145 = low risk; <145 = high risk

Students who are considered low risk, do not need to do any specific additional work related to the contract. They should meet with their academic advisor individually to set up study plans for their specific needs. Students who are considered high risk need to complete the contract weekly assignments. Students who do not submit weekly assignments will be given a professional advisement and be subjected to the Professionalism policy as outlined in this manual.

BOOK LIST

The required textbooks for each class are different. Please refer to the applicable list in the following pages.

The Chatham University Book Store carries all the required texts for purchase at the following link: [Chatham Bookstore](#). Seven percent state sales tax and shipping and handling are not charged for books purchased through the bookstore. All purchases made through the Chatham University Book Store may be put in your student account. The Chatham University Book Store will order any book for you at any time.

Purchasing books can be done online and will be available for pick-up during the first week of class.

Students may purchase their books anywhere. Please be careful if you buy books from other sources. Check to see that you have the correct edition and access to any available on-line resources. The book list changes yearly and is based on the evaluations by students, faculty, and curriculum of the PA Program.

BOOKS AND PRICES MAY BE SUBJECT TO CHANGE WITHOUT NOTICE.

REQUIRED BOOK LIST CLASS OF 2025

The following books are required and will need to be purchased in advance of starting the program; students may purchase e-books OR hard copies of the textbooks dependent on preference. **Kindle versions of textbooks are NOT acceptable.**

Author	Title	Edition	ISBN	E-book ISBN
Agur	Essential Clinical Anatomy	6 th ed	9781496369659	9781496369680
Ball	Seidel's Guide to Physical Examination (bind in Access)	10 th ed	9780323761833	9780323761864
Goldberg	Clinical Neuroanatomy Made Ridiculously Simple (w/CD)	5 th ed	9781935660194	
Netter	Atlas of Human Anatomy (Text only)	8 th ed	9780323793735	9780323793773

In addition, the program has multiple required resources that you will utilize throughout the program that are provided through the library and/or are included in student fees. Students will be given instructions on how to access these when courses begin. Required texts/resources provided by the University and the PA program are as follows:

Author	Title	Edition
Goroll	Primary Care Medicine (w/bind in access)	8 th ed
Knetchel	EKGs for the Nurse Practitioner and Physician Assistant	2 nd ed
Sullivan	Guide to Medical Documentation	3 rd ed
	Complete Anatomy- Advanced 3D Anatomy Platform	
Varied – McGraw-Hill Publishers	<i>Access Medicine</i> (Online Digital Resource Library) Specific texts from Access Medicine may be required for certain courses. These will be communicated to via course syllabi.	

REQUIRED BOOK LIST CLASS OF 2026

The following books are required and will need to be purchased in advance of starting the program; students may purchase e-books OR hard copies of the textbooks dependent on preference. **Kindle versions of textbooks are NOT acceptable.**

Author	Title	Edition	ISBN	E-book ISBN
Ball	Seidel's Guide to Physical Examination	10 th ed	9780323761833	9780323761864
Goldberg	Clinical Neuroanatomy Made Ridiculously Simple (w/CD)	5 th ed	9781935660194	
Agur/Dalley	Grant's Atlas of Anatomy	16 th	9781975193430	9781975193461

In addition, the program has multiple required resources that you will utilize throughout the program that are provided through the library and/or are included in book fees. **Students will be given instructions on how to access these prior to the start of courses.** Required texts/resources provided by the University and the PA program are as follows:

Author	Title	Edition
Goroll	Primary Care Medicine (w/bind in access)	8 th ed
Knetchel	EKGs for the Nurse Practitioner and Physician Assistant	2 nd ed
Sullivan	Guide to Medical Documentation	3 rd ed
--	TeachMe Anatomy	--
Varied –McGraw-Hill Publishers	<i>Access Medicine</i> (Online Digital Resource Library) Specific texts from Access Medicine may be required for certain courses. These will be communicated to via course syllabi.	
	Online resources students must purchase/register for on own:	
--	PA Prep Academy – <i>modules to be completed and submitted prior to classes, individual registration.</i>	--
--	HAPS Comprehensive A&P exam - <i>to be completed prior to orientation, individual registration.</i>	--

POLICIES & PROCEDURES

Chatham University does not discriminate based on race, color, religion, gender, sexual orientation, national origin, age, disability, veteran status, marital status, or any legally protected status in its educational programs and policies, co-curricular activities, scholarship and loan programs, or employment practices. Inquiries may be directed to the director of human resources, Chatham University, Woodland Road, Pittsburgh, PA 15232, 412-365-1847.

STATEMENT OF INCLUSION

The PA program values diversity and multicultural perspectives. It is the program's intent to ensure that students from diverse backgrounds and perspectives feel safe and included in this course. The program hopes that each student will feel empowered and respected in their classes regardless of their gender, affectional orientation, able-bodiedness, age, socio-economic status, ethnicity, race, country of origin, skin color, culture, faith tradition, immigration status, and other background characteristics. The program strives to ensure that a diversity of multicultural perspectives be incorporated in this class. The program will appreciate any suggestions to enhance the value and considerations of diversity. If you choose, please inform the program director of pertinent aspects of your identity (e.g., military status, name, pronoun).

Chatham University and the PA program are committed to promoting supportive and inclusive learning, living, and working environments for all members of the campus community. The University's best practice guidelines consist of the use of affirmed names and pronouns, and the use of inclusive language. Using inclusive language means talking in a way that does not assume gender, sex, or sexual identity. By extension, we encourage our students to role-model this behavior in the community at large to include interaction with all clinical partners, patients/clients, and their families.

All program policies apply to students, principal faculty, and program director regardless of location. These policies and procedures supersede any previous policies and procedures of the Physician Assistant Program and are superseded by any Health Sciences or Chatham University policies if there is a conflicting policy. Information contained herein is subject to change. The Chatham University Physician Assistant Program reserves the right to make exceptions to policies (admissions, academic, etc.) based on special circumstances. These decisions will be made on a case-by-case basis. Clinical rotation sites may have additional policies in place that supersede program policies and those will be communicated to the student directly.

Information regarding the University's Non-discrimination and Grievance (mistreatment) policy can be found here: <https://chatham.edu/legal-and-policies/non-discrimination-policy.html>. If a student feels they have been mistreated and/or have a concern or a complaint at an out-of-state site, the process to file a complaint can be found here: <https://chatham.edu/academics/online/state-authorization.html>.

Disability Statement: Chatham University is committed to providing an environment that ensures that no individual is discriminated against based on their disability. Students with disabilities, as defined under the Americans with Disabilities Act of 1990 (ADA) and who need special academic accommodations, should notify the assistant dean of the Office of Academic and Accessibility Resources (OAAR) as soon as possible. The OAAR will work with students and the course instructor to coordinate and monitor the provision of reasonable academic accommodations.

General Policies

PA students are not required to work for the program in any capacity. They are not to substitute for or function in any way as administrative staff. The program does not use students to substitute for or to function as instructional faculty in the program. During the clinical year of the program, selected second year students may work as tutors providing peer-to-peer support, which is driven by requests from the first year (didactic) students. Material covered in these sessions has already been covered in didactic courses and the sessions are used for review. This is a paid position through the Chatham University OAAR Center and not through the PA program. Selected students are in no way required to accept a position. These tutoring positions are considered supplemental to the clinical year student in studying for clinical rotations, end of rotation exams, and ultimately the PANCE. As with first-year students, second-year students are discouraged from working in any capacity that does not support their studies. <https://chatham.edu/academics/support-and-services/office-of-academic-accessibility-resources/index.html>

No member of the faculty (principal faculty, program director, or medical director) is permitted to provide healthcare services to enrolled students in the program, except in an emergency. Incidental findings may be found during competencies, skills class, or other times during the program. The student is responsible for following up with their primary care provider. Students should refer to Student Health Services or the Counseling Center for healthcare and mental health resources: <https://www.chatham.edu/student-experience/health-wellness/index.html>.

Upon entrance to the PA Department students agree to the electronic release of grades and academic information within departmental faculty, staff, and from clinical preceptors for academic standing and advising reviews. Students and other unauthorized persons do not have access to academic records or other confidential information of other students or faculty. Student health records are confidential and are not accessible to or reviewed by PA faculty (principal or instructional) or staff except for immunization and screening results.

Sharing of information related to graded curricular content (exams, assignments, documentation, competencies, remediations, etc.) is strictly prohibited between students within the same cohort and across different cohorts unless a peer-review is required for a specific course. This will be considered an act of academic misconduct and will be referred to the appropriate department/office.

Chatham University's PA program does not accept or grant advanced placement (a waiver of required coursework in the PA curriculum for applicants or currently enrolled students which would result in students advancing in the curriculum without completing required coursework within the program).

Name and Gender Pronouns: Class rosters are provided to the instructor with students' legal names. Instructor(s) will gladly honor requests to address student by chosen name and/or gender pronouns. Please advise instructor(s) early in the semester so that records can be modified.

COVID-19 Related Policies/Procedures: For all COVID-19 related policies, please refer to the University guidelines found here: <https://chatham.edu/covid-19/index.html>.

Examination Policies

Any violation of the University Honor code could be considered an academic misconduct and may have further program professionalism advisements.

During every program examination on campus, the only items allowed in the testing room will be:

- Laptop and associated power cord as needed for the examination;

- Writing utensil if needed for the exam;
- Drink;
- If a specific instructor requires other items in the room for the exam, students will be notified.

No backpacks, bags, lunch bags, hats, hoodies, or purses are permitted in the room. If there is an urgent or emergent issue for which a student needs a cell phone, that student must leave the phone (on silent) with the exam proctor who will notify the student if an urgent message is received. Proctors will have their personal cell phones available in case of an emergency in the exam room. All valuables should be placed in an assigned locker (for first year students) or will be locked in the physical diagnosis lab (for second year students). Students are not permitted to access their bags, phones, etc. until after they have completed the exam.

If a student takes exams at OAAR, the student will follow the OAAR procedure for examinations.

<https://chatham.edu/academics/support-and-services/office-of-academic-accessibility-resources/index.html> If a student chooses not to use the accommodations provided by OAAR, they must alert OAAR and the course director(s) at least 72 hours ahead of the exam date and/or assignment due date.

Software (ex. Respondus) may be used for exams, which could include the enabling and use of the computer's camera and microphone for recording purposes. Turnitin may be used for assignments. Software such as ChatGPT is not allowed for any program related assignments or activities.

Counseling Policy

Chatham University provides confidential counseling services at no charge to all full-time students. Individual counseling sessions provide students an opportunity to explore personal, social, family, or academic concerns. Faculty advisors in the MPAS do not offer counseling services but will promptly refer a student to seek campus counseling for a variety of reasons, such as difficulties with personal relationships, emotional or social difficulties, stress, anxiety, or concerns about academic progress. Students can self-refer as well. The counseling center is staffed by a full-time doctor in Counseling Psychology and a part-time doctor in Clinical Psychology. You may find further information in the Chatham University Catalog, by contacting the Counseling Services office at 412-365-1282 or on my.chatham.edu by clicking the Departments tab and then Counseling Services on the left side.

<https://chatham.edu/student-experience/health-wellness/index.html>

Title IX Policy

Title IX | Chatham University

**While this language and some aspects of the regulations/ policy may imply binary sex categories, Chatham names gender identity in its non-discrimination policy and will apply the above policies and protections to all community members, regardless of gender identity.*

Non-Discrimination and Grievance Procedure

<https://www.chatham.edu/legal-and-policies/non-discrimination-policy.html>

Bereavement Policy

Three days of leave are granted to students when a death occurs in the immediate family (spouse, father, mother, brother, sister, son, daughter, or parent-in-law) of a student. One day of leave is granted to students for the death of a grandparent. If additional bereavement time is needed, students should discuss time needed with their advisor and may need to take a leave of absence.

Safety Policy

Chatham University has established safety policies and procedures as required by law and institutional accreditations. Such policies include Campus Housing Safety (where applicable), Drug and Alcohol Regulations, Crime Prevention Programs, Sexual Assault and Sexual Offenders Regulations (including Sexual Harassment, Assault, Rape Prevention (SHARPS) Programs), Confidential Reporting, Missing Person and Emergency Notification System. The Safety and Security Policy and Procedure Manual are available to all Chatham faculty, staff and students in the University's intranet.

Additionally, students are to be aware of local weather warnings and conditions on or off campus and should act accordingly to preserve their personal safety. This would include seeking safe and protective housing or retreat in the event of a major disaster. Every effort should be made to notify the local authorities and the program of an emergency.

Prevention of Exposure to Infection and Environmental Hazards

Lab and Clinical Experience Safety and Prevention Policy

Students must complete and abide by the Lab Safety Module as part of the Skills course and the Lab Safety Form through DocuSign as part of the CABS course. Safety modules and OSHA training must also be completed per the Introduction of Clinical Experience and the Clinical Experience courses. Refer to individual course syllabi for more information.

Biohazardous Waste

Within the Clinical Skills for the PA courses, Clinical Procedures course, and in the Clinical Application of the Basic Science (CABS) course (for the Cadaver lab), students/faculty may come in contact with human biohazardous waste from bodily fluids. Students are to place all items that have been contaminated into the appropriate waste bag or sharps container (containers/bags are red in color and marked). Gloves and other items that do not have biohazardous waste should not be disposed of in these containers, but in the regular trash. Once biohazardous waste has been collected, the faculty/staff is to box the waste in provided boxes from MedAssure and then should contact MedAssure for timely pickup.

Hazardous Exposure Policy

This policy includes exposure to any body fluids by needle stick, cut, splash, etc., or exposure to active tuberculosis, meningitis, or other potentially life-threatening diseases.

Student Responsibilities: *

1. Report to Employee Health at the rotation site within 2 hours of the exposure for initial testing. If not in a hospital setting, then go to the local emergency department.
2. The student will follow the policies and procedures of the site in which the exposure occurred (as directed by Employee Health or the Emergency Department).
3. If this occurs while on Chatham property during didactic education, notify the course director immediately and proceed to the nearest Emergency Department.

4. Report the exposure to a Chatham Clinical Coordinator (or if within the content of a didactic course, to the Course Director) immediately via email **AND** phone at: either (412) 365-2765; (412) 365-1170; (412) 365-2430; (412) 365-1829; or leave message with the PA Program Office at (412) 365-1412 if the Clinical Coordinators are unavailable.
5. Maintain follow-up testing as recommended by the initial testing site.

**Students are responsible for all costs associated with testing related to exposure, regardless of fault.*

Financial responsibility related to significant exposure rests on the student.

Side effects of any recommended prophylaxis or treatment of the actual disease itself may cause significant health impairments that could result in a student having to take a leave of absence or withdrawal from the program.

Decisions of student progress based on exposures to hazards are handled by the SPAC on a case-by-case basis.

A student participating in a clinical experience domestically in an area identified as high risk for vector-borne and other potential hazardous exposures will follow current CDC recommendations for that particular region.

Immunization and Health Screening Policies

Immunizations

Immunization policy is based on current CDC recommendations for healthcare professionals as well as state-specific requirements. Site-specific additional immunizations may also be required. Required health screenings documentation (***more detailed specifications and instructions provided by the Program through Exxat***) include:

- Annual physical exam;
- Annual influenza vaccine or completed Declination Section of the Influenza Vaccine Reporting Form with documentation from a healthcare provider;
- COVID-19 immunization record (two-shot series for either Pfizer® or Moderna®, or one-shot Johnson & Johnson®) AND record of booster vaccination if five months since the original COVID-19 vaccination, OR a completed Chatham Vaccine Declination Waiver understanding that some clinical sites will not accept a vaccine declination for COVID-19;
- Tetanus-Diphtheria-Pertussis (Tdap) booster (Boostrix® or Adacel®) administered within 8 years of the start of program (August 1, 2024);
- Polio immunization record or, if students cannot provide documentation of receiving at least 3 doses of the polio vaccine, a polio titer result must be submitted;
- Measles, Mumps, Rubella, and Varicella immunization records and antibody titer results;
- Hepatitis B (3-shot series) immunization record and Quantitative anti-HBs titer result;
- Hepatitis C (negative or positive) titer result;
- Prior to admission: negative 1-step PPD test or serology IGRA Blood test (interferon-gamma release assay), which is QuantiFERON Gold or T-SPOT, administered within one year of the date of admission.

Please note:

- If a student tests positive for TB with the skin test or serology, then follow-up with their medical provider is required to determine appropriate next steps and upload a TB Clearance Reporting Form completed and signed by the medical provider.
- Individuals who have had the BCG (Bacillus Calmette–Guérin) Vaccine need to have the serology IGRA Blood test. No chest x-ray or skin test is required by the program.
- You may have this done by the Allegheny County Health Department, your own state’s health department or your health care provider. The date must be within one year from admission to campus.
- Prior to clinical rotations: negative 2-step PPD test or serology IGRA blood test is required prior to beginning clinical rotations.
- If the two-step TB test expires prior to the beginning of any rotation of the clinical year, students must renew their TB testing by following the guidelines for the TB: Pre-admission 1-step Skin Test.
- Should a student participate in an elective international clinical experience they will submit to the current CDC recommendations for international travel for that country/region (quarantines, vaccinations and/or prophylaxis for certain diseases, etc).

Clearance, Background Check, and Training Policies

The following clearance and background checks are required:

- Act 31 (Training for Recognizing and Reporting Child Abuse)
- Act 33 (PA Child Abuse History Clearance)
- Act 34 (PA Criminal Record Check)
- Act 73 (FBI Fingerprint-Based Child Abuse Clearance)

Drug Screening Policy

ALL Chatham University PA students will be subjected to urine drug screening (UDS) prior to the start of and during a clinical experience as required by individual sites to maintain a safe and healthy workplace.

ALL students are required to have a UDS completed at a licensed clinical laboratory approved to offer UDS testing. Failure to comply with UDS testing during the required time frame *will prevent the student’s participation in the student clinical practice experience (SCPE)/CE as scheduled*. Thus, it may delay the completion of the Program. Students may be required to register for the CE later, resulting in additional tuition/associated fees and housing costs.

If the student is taking prescription medication that can alter UDS results, the student should provide supporting documentation from the prescribing physician at time of testing.

The results of the testing will be forwarded to the Program. All results will be kept confidential.

- **NEGATIVE** tests will be forwarded to each CE site for the student to be cleared for that CE.
- **POSITIVE** tests without supporting documentation will be forwarded to the Program Director. Positive tests *may result in postponement or cancellation of the CE and possible dismissal from the program*.

POSITIVE UDS POLICY

I. False Positives

- A student may choose to appeal if the student feels the result was a *false positive*.
- If a *false positive* is believed to have occurred, the student will need to obtain a verification blood drug screening (at the student’s expense) within 24 hours of being given notice of the *false positive*.

II. True Positives

A positive result without supporting documentation will result in the postponement of clinical experiences and academic activities, until the following criteria are successfully fulfilled.

- Students will be required to sign an agreement to continue in the Program, outlining the following conditions, understanding that failure to sign this agreement will result in **automatic dismissal** from the program.
- Students will be referred for mandatory evaluation and counseling at a drug rehabilitation (rehab) program.
- The rehab program will provide periodic, confidential progress reports to the Program Director.
- Once the student has successfully completed rehab, the student must pass UDS testing prior to re-entry.
- Students **will** be subjected to random, periodic drug screening (at the student's expense) as a requirement for continuation in the Program. Students will be **dismissed** if any random UDS is positive.
- Students also recognize that their rotation schedule may be altered because of the above.

CLINICAL SITES

- I. An initial positive UDS may prohibit participation at some CE sites.
- II. Some CE rotation sites do require an additional UDS screening just prior to placement at the site. If a positive result is noted during this testing (even if the initial test was negative), the site could deny the student from rotating at the site. If this is the case, see the above section "Positive UDS Policy, True Positive" for the course of action.
- III. If warranted, sites may ask a student at any time during the rotation to submit to a UDS. If dismissed from the rotation because of a positive result, it will result in **automatic failure** of that CE. This may result in **dismissal** from the Program.

Failure to comply with this policy and/or evidence of continued drug use will result in an automatic dismissal from the Program.

Academic Policies

Academic Advising

The students will be assigned an academic advisor for their course of study. The student should meet with the advisor as scheduled and at least once per term or more frequently if needed. The advisor provides academic and professional guidance and will refer the student for additional guidance, when necessary. If a student desires a change of advisor, the student may petition for a change of advisor to the Program Director. Academic advisors may change periodically, based upon faculty availability and/or students' academic needs. Students are also assigned a clinical advisor to assist with their clinical rotation sites; this may or may not be the same person as their academic advisor.

Grading

Course grades assigned will be pass (P) or fail (F). Individual assignments and evaluations will be graded as a numerical score, satisfactory (S), or needs improvement (N). All assignments and evaluations must be satisfactorily completed or satisfactorily remediated to receive a (P) in any given course. Specific assignments and their grading are defined in the individual course syllabi.

Using AI (Artificial Intelligence) to complete your assignments, exams, exercises, or other academic activities without explicit directions from your course instructor to use this technology is academic misconduct and reportable under The Honor Code – Policy on Academic Integrity. When AI is used for these purposes, it means a student is not independently completing their academic work and what is produced is not the student's own original effort. As a result, using AI in this context would be an attempt to achieve an academic advantage.

Timeliness

Each individual course director/instructor will indicate on syllabi the consequences of late or missed assignments. A pattern of tardiness or absenteeism will be considered a professionalism occurrence and will be subject to the Conduct Policy (see below).

Attendance

The following are minimum expectations. Each instructor of record may impose criteria published in the syllabus that override the ones delineated below:

- Attendance is expected at all program-sponsored activities. In the event of an unavoidable absence, the student must notify the instructor and/or the program office prior to the scheduled activity start time. If an absence is longer than two days, the student must provide a written medical excuse specifying any physical or other limitations required, along with the expected duration of such limitations.
- Students are responsible for any missed coursework, regardless of the reasons they miss a program-sponsored activity. A pattern of absences or tardiness reflects unacceptable professional comportment and could jeopardize the student's progress in the program. Students are strongly advised to arrange personal activities, such as routine medical/dental visits or interviews, during their scheduled recesses. All absences (excused or unexcused) require remediation to be arranged with the student's instructor of record and must be completed by the designated due date.
- Foreseen absences may be excused if requested in writing (by Chatham University email) to the instructor of record for the course (first-year students) or the Clinical Coordinator (second-year students). The student's advisor should be sent a copy of the request. Official program notification of approval or denial of the request will be sent (by email or printed form).
- Requests for observance of religious holidays require notification to the course director of any classes missed. Arrangements for missed class/exams will be made on an individual basis with the student and the course director.
- In the event of a clinical preceptor's absence, students are required to immediately notify the clinical coordinator. Arrangements may be made by the clinical coordinator to reschedule or reassign the student.
- For virtual lectures/classes, it is highly recommended to have cameras on and microphones muted. It may be required by faculty per the syllabus.

Expected attendance at sponsored activities include:

- Problem-based Learning Sessions. As a member of a team whose goal is to learn the art and science of medicine, every participant of a PBL group must contribute their knowledge and reasoning skills in order that effective learning transpires. If any participant is absent, the entire group suffers from the absence of that participant's contributions.
- Labs. Laboratory sessions are designed to assist students in developing and completing the necessary skills competencies. To guide, maintain, and assess student progress, attendance is mandatory.
- Special Seminars and Special Events. Special seminars and events such as field trips and conferences are planned with the expectation of providing the students with additional learning opportunities. Lectures and seminars provided by adjunct faculty and instructors cannot be duplicated and missing these activities could be detrimental to the overall educational experience of the student, attendance is mandatory.
- Meetings. Class and student meetings are held to provide students an opportunity to address problems, exchange information, and plan events. If a student does not attend these meetings, the student will lose their voice in the direction of the program and may miss vital information. All students are responsible for all material announced at these meetings and attendance at these meetings is mandatory.

Grade Appeals

Students may encounter a variety of various challenges over the course of their 24 months in this program, including failing courses. The grade appeal process can be found here:

https://my.chatham.edu/documents/documentcenter/20222023_ChathamUniversity_Catalog.pdf, page 129.

Dismissal Appeals

Students may appeal a program dismissal. The process for dismissal appeals can be found here:

https://my.chatham.edu/documents/documentcenter/20222023_ChathamUniversity_Catalog.pdf, page 129.

Office of Academic and Accessibility Resources (OAAR)

Students who need accommodation or want to discuss accommodations should contact the Office of Academic and Accessibility.

<https://chatham.edu/academics/support-and-services/office-of-academic-accessibility-resources/index.html>

Clinical Rotations Policies and Procedures

- There are 9 rotations per student, 7 are required by accreditation standards (women's health, surgery, pediatrics, behavioral and mental health, family medicine, internal medicine, emergency medicine).
- International rotations, if available, can only be used as an elective rotation.
- Students are not permitted to copy patient records even if they are de-identified under ANY circumstance. This includes using cell phones to take pictures of records, photocopying, scanning, etc.
- Discussing patients on a public forum is forbidden.
- ***Taking pictures of anyone or anything while at clinical sites under any circumstances is strictly prohibited.***
- Students cannot do rotations at the same site in the same specialty twice unless approved by the clinical staff.
- Students are expected to be at their site as preceptor/site schedules them, but no less than 32 hours per week for a 5-week rotation or 40 hours per week for a 4-week rotation.
- Students may not be precepted by personal friends, family, or close acquaintances.
- Students MAY NOT solicit sites or preceptors during their clinical year unless approved by clinical staff.
- Students may not fraternize with preceptors, site staff, or site administrators.
- Accessing personal health or anyone's records other than the person the student is responsible for treating using any health system's EMR software is **STRICTLY PROHIBITED**.
- All significant exposures must be reported to the site and the clinical advisor within two hours of the exposure. Follow the policy posted in Brightspace (also contained in the rotation schedule folder).
- Students do not substitute for clinical or administrative staff while on site at clinical rotations. New sites are informed of this via the initial contact and continuing sites are reminded of this in the letters they receive prior to the start of each rotation.
- All clinical sites and preceptors are coordinated and approved by the program through the clinical coordinators.
- Students may propose clinical sites to the clinical coordinators but are not required to do so. Specific guidelines regarding proposals are addressed during the first fall semester.
- No student shall engage in the use of tobacco while at clinical sites. This includes chewable tobacco products, snuff and smoking by inhaling, exhaling, burning, or carrying any lighted cigarette, cigar, pipe or other such device which contains tobacco or other smoke or vapor producing products such as e-cigarettes.

- No chewing gum is permitted in the clinical setting.
- The use of cell phones, iPads, notebooks, etc. should only be used as needed for work and personal emergency situations during clinical activities. Cell phones should never be used in a patient room, areas visible by patients, in a procedure room, or in the operating room.
- Students should not falsify patient data or information they document on EXXAT
- All clinical sites have been designated as either **Level 1** or **Level 2** status by the Clinical Coordinators.
- Level 1 status is determined based on various reasons, including:
 - the rotation is more challenging/demanding/fast-paced;
 - the preceptor may have exceptionally high expectations of students;
 - the site requires team players;
 - the site requires strong clinical reasoning skills.
- The Level 1 status was developed to better match students with clinical sites to provide the best experience mutually for the student and the preceptor.
- Students must be in **Good Academic Standing** (not on probation) to be eligible for Level 1 sites.
- Students are eligible for Level 1 sites based on feedback from PBL Facilitators for all Units 1-4. Facilitator feedback is collected during each of these units based on a rubric including categories in: **Clinical Reasoning, Knowledge Integration, Self-Directed Learning, Participations, Team Skills, Evaluation Process, and Communication Skills**. Students must receive an average of **3.2 or greater** for all categories to qualify for Level 1 sites.
- All students are eligible for Level 2 sites.
- **Probation Status Restrictions:**
 - **Not eligible** for Level 1 sites;
 - **Not eligible** for rotations at sites/hospitals that require students to be in Good Standing (Letter of Good Standing).

Attendance and/or Participation

- **Students are expected to be at their clinical sites when their preceptors are scheduled, excluding holidays designated on your rotation schedule.** If a preceptor cancels or calls off sick, the day(s) will not count against your required time at the site. However, if the preceptor is going to be off for an extended period, the student may be scheduled elsewhere, given supplemental educational activities, or need to make up the time later. More information regarding supplemental educational activities can be found in the section regarding Additional Rotation Policies.
- There are scheduled breaks during the clinical year in August, December, and April, as well as observed University holidays. Students are encouraged to use these already established days off within the clinical year to schedule personal activities/events.
- ***If there is a need to call off your site for an unexpected event, you must follow the “Student Responsibility for Absenteeism Notification” policy.***
- **BEREAVEMENT POLICY:** Three days of leave are granted to students when a death occurs in the immediate family (spouse, father, mother, brother, sister, son, daughter, or parent-in-law) of a student. One day of leave is granted to students for the death of a grandparent. If additional bereavement time is needed, students should discuss time needed with their advisor and may need to take a leave of absence.
- Special medical needs and/or illnesses requiring hospitalization and/or surgery may be given additional days off at the discretion of the clinical coordinators on a case-by-case basis. Students with special medical needs or students requiring hospitalization or surgery must provide the clinical coordinators with written clearance from their physician to continue or resume clinical rotations. Additionally, **any absenteeism from illness that extends beyond 1 day requires a physician’s clearance note to be emailed or handed in to the clinical coordinators.**

- Military Leave: To be determined with the clinical coordinators on a case-by-case basis.
- Inclement Weather: If inclement weather keeps you from going to your site, you must call your clinical site and e-mail the clinical coordinators **prior** to your start time that day. Missed time will NOT count as part of your allotted days.
- Information regarding the University's Non-discrimination and Grievance (mistreatment) policy can be found here: <https://chatham.edu/legal-and-policies/non-discrimination-policy.html>. If a student feels they have been mistreated and/or have a concern or a complaint at an out-of-state rotation site the process to file a complaint can be found here: <https://chatham.edu/academics/online/state-authorization.html>.

Student Responsibility for Absenteeism Notification

- All absences, early dismissals, or cancellations made by the preceptor/site must be reported to clinical coordinators **immediately** via email or telephone. The clinical coordinators will decide whether the student will be assigned additional clinical experience workdays and/or reassigned to another site.
- Emergency absences are any emergent situations in which the student may need to call off a clinical site. The preceptor must be notified of the absence by the student **prior** to his/her scheduled start time. The student must also notify the clinical coordinators' office via e-mail or telephone **prior** to the scheduled start time at the site. The clinical coordinators' office and preceptor will then determine if the missed day(s) will need to be made up at a later date.

Student Personal Days and Non-emergent Absence Requests

- Students are allotted a maximum of two (2) personal days off during clinical year (June - May). Guidelines are below. These days must be requested **at least 4 weeks in advance**. Additional days off may be permitted at the discretion of the clinical coordinators.
 - Under most circumstances, students are not permitted to request off the first or last day of a rotation. Certain exceptions may be made in the case of an immediate family wedding or graduation. These exceptions are at the discretion of the clinical advisor.
 - Personal days cannot be used on 2 consecutive clinical days (this includes requesting a Friday and the Monday that immediately follows).
 - Both personal days may not be used within the same clinical rotation.
 - Students are not permitted to request the day off preceding or following a scheduled University holiday including the Friday before or the Monday after a holiday, nor the weekend before or after a scheduled holiday or break.
 - Students may not take a personal day when using 3 travel days.
- Non-Emergent Absence requests should be submitted in writing via email to the clinical coordinators' office **AT LEAST 4 WEEKS PRIOR** to the requested date. The student is then responsible for notifying the preceptor of the absence once it is approved by a Chatham clinical coordinator. Approval and potential make-up of the absence will be made on a case-by-case basis at the discretion of the clinical coordinators' office.

Interview Policy

Students are allotted one additional day off specifically to interview for jobs or post-graduate residency programs. This may be combined with one personal day if needed. To utilize this extra day, students must alert their clinical advisor with documentation (email, mail, etc.) verifying the date/time of the interview.

Consequences of Failure to Comply with Clinical Policies

Repercussions for not following call off procedures and/or syllabus policies:

- 1st occurrence: verbal/email warning (class level)
- 2nd occurrence: Formal professionalism advisement (first offense for program level)
- 3rd occurrence: Meeting with clinical coordinators and advisor (second offense for program level) and be given a formal professionalism advisement
- 4th occurrence: Formal professionalism advisement given and referral to SPAC (Student Progress Advisory Committee (third offense for program level)

Travel Policy (for students driving to rotations)

0 - 400 miles	NO travel days
401 - 800 miles	1 travel day (last Friday of rotation)
801 - 1200 miles	2 travel days (last Thursday, Friday of rotation)
1201+ miles	3 travel days (last Wednesday, Thursday, & Friday of rotation)

Students should notify their clinical advisors when they will be using travel days prior to the affected rotation(s). They should also notify their clinical preceptor(s) on the first day of the affected rotation.

Slow-Downs

A student may need to complete a “slow-down” rotation for one of the following reasons:

- Pre-approved (medical, personal, or military leave) - decision for slow-down will be made by clinical coordinators and program director with response to the student prior to CE scheduling.
- Emergent (medical, personal, or military leave) - written documentation must be given to clinical coordinators as soon as an emergency arises.
- Failure of CE rotation - failure to meet criteria for passing grade in the syllabus will result in an “F” on the student’s transcript.
- The fall semester following the clinical year will be reserved for making up rotations because of a slow down or need to repeat a failed rotation. Students may incur additional expenses for make-up rotations and the student’s graduation date may subsequently be delayed.

Additional Rotation Policies

- You are expected to be at your site as your preceptor/site schedules you at a maximum of 60 hours per week, including on-call hours. There is a 160-hour minimum for all required rotations and 5-week elective rotations. Elective rotations or core rotations that are 4 weeks in duration have a 130-hour minimum. Hours will be based on total clinical hours logged in EXXAT. If these hours are not obtained, supplemental activities will be required as listed herein.

Supplemental activity required for a **5-week** rotation:

- 150-159 hours: One journal and 100+ word write-up;
- 140-149 hours: Two journals and their 100+ write-ups;
- 130-139 hours: Three journals and their 100+ word write-ups;
- 110-129 hours: Three journals and their 100+ word write-ups and one additional DXR case.

Supplemental activity required for a **4-week** rotation:

- 120-129: 1 supplemental article and 100+ word write-up;
- 110-119: 2 supplemental articles and 100+ word write-ups each;
- 100-109: 3 supplemental articles and 100+ word write-ups each;
- Less than 100 hours: three journals and their 100+ word write-ups + one additional DXR case.

Journals are to be selected by the student from a peer reviewed journal published within the past five years and which pertain to the specialty of the rotation. Supplemental materials can be

submitted to the Supplemental Activity upload site on the CE Brightspace page and will be graded as Satisfactory or Non-Satisfactory based on completion and submission by the due date.

- All clinical sites and preceptors are coordinated and approved by the program through the clinical coordinators.
- Students *must* review learning outcomes, instructional objectives, and problem lists for each CE with their primary preceptor.
- Students should evaluate the primary preceptor and have the primary preceptor evaluate the student for both mid-rotation and final evaluations.
- Students should review their mid-rotation evaluations with the primary preceptor. Additionally, all "below expectations" mid-rotation evaluations should be reviewed with their clinical advisor.
- International rotations, if available, can only be used as an elective rotation and must follow all the CDC recommendations for travel and health screenings for that country/region. Student may choose to purchase additional liability/malpractice insurance if not fully covered by the organization that is providing the international experience.
- Students are strongly discouraged from receiving medical care from preceptors unless the student was an established patient of the site prior to the rotation, or it is an emergency.
- The use of cell phones, iPads, notebooks, etc., should only be used as needed for work and personal emergency situations during clinical activities. Cell phones should never be used in a patient room, areas visible by patients, in a procedure room, or in the operating room.

Preceptor–Student Relationships

The preceptor should maintain a professional relationship with the PA student and always adhere to appropriate professional boundaries. Social activities and personal relationships outside of the professional learning environment should be appropriate and carefully selected so as not to put the student or preceptor in a compromising situation. Contact through web-based social networking sites (e.g., Facebook, Instagram) should be avoided until the student fully matriculates through the educational program. If the preceptor and student have an existing personal relationship prior to the start of the rotation, a professional relationship must always be maintained in the clinical setting. Please consult the Program and/or Chatham University website regarding specific Program or University policies regarding this matter.

Honor Code and Academic Integrity Policy

The student shall be responsible for maintaining the academic standards of the University as required by the University honor code. It is the policy of the Physician Assistant Program to recommend probation and/or dismissal for any academic misconduct as defined in the Chatham University Course Catalog. Please refer to the Course Catalog under "[Honor Code](#)" for full details regarding the Policy on Student Behavior and Conduct and the Policy on Academic Integrity. The Honor Code is intended to foster and strengthen a learning, living, and working community that is committed to excellence in all endeavors, honesty, personal integrity and accountability, and respect for the rights, opinions, and well-being of others, and whose members are committed to having these and the other Chatham values inform the choices they make.

Professionalism and Conduct Policies

- Students will adhere to the policies set forth in the Chatham University Student Handbook, University catalog, PA Student Manual, PA Clinical Manual, PA Code of Ethics, and HIPAA guidelines.
- Policies of the host site will be adhered to, in addition to or in accordance with those established by the Chatham University PA Program.
- Site policies that are more restrictive than what is reflected here supersede these requirements.
- Students must be aware of the rules, regulations, and policies; ignorance is not an excuse for misconduct.

PLEASE NOTE: These standards are applicable to all Chatham University PA students representing Chatham University at all times.

Professionalism Policy

Certified or certifying physician assistants shall comply with laws, regulations, and standards governing professional practice in the jurisdictions and facilities in which they practice or are licensed to practice.

The following is taken from NCCPA Code of Conduct for Certified and Certifying PAs.

- Certified or certifying physician assistants shall respect appropriate professional boundaries in their interactions with patients.
- Certified or certifying physician assistants shall avoid behavior that would pose a threat or potential threat to the health, well-being, or safety of patients apart from reasonable risks taken in the patient's interest during the delivery of health care.
- Certified or certifying physician assistants shall recognize and understand their professional and personal limitations.
- Certified or certifying physician assistants shall practice without impairment from substance abuse, cognitive deficiency, or mental illness.
- Certified or certifying physician assistants shall maintain and demonstrate the ability to engage in the practice of medicine within their chosen areas of practice safely and competently.

Students enrolled in the Chatham University Physician Assistant Program will always demonstrate responsibility and accountability for personal and professional behaviors when representing Chatham University as outlined below.

Professional Behavior includes, but is not limited to:

- Showing Integrity, respect, openness to new situations and people, and eliciting and demonstrating receptivity to constructive feedback
- Recognizing one's limitations and informing preceptors when assigned tasks are not appropriate to current knowledge and/or skills
- Performing all clinical experience activities with the awareness of and under the supervision of the site preceptor
- Taking responsibility for one's own actions and showing respect for patients by maintaining appropriate confidentiality of the patient's record and demonstrating awareness and respecting patients' cultural beliefs and behaviors
- Following site policies and procedures
- Utilizing effective communication skills to form and maintain positive relationships with patients, peers, staff, and preceptors
- Displaying a high level of motivation and interest while maintaining a calm and reasoned manner in stressful and/or emergency situations
- Understanding legal and regulatory requirements, as well as the appropriate role of the physician assistant
- Building professional relationships with physician supervisors and other health care

providers

- Demonstrating respect, compassion, and integrity
- Responding to the needs of patients and society
- Being accountable to patients, society, and the profession
- Committing to excellence and on-going professional development
- Committing to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
- Respecting and being responsive to patients' culture, age, gender, and disabilities
- Performing self-reflection, critical curiosity, and initiative
- Exhibiting emotional intelligence and maturity

Unprofessional Behavior includes, but is not limited to:

- Tardiness (of more than 5 minutes) or unexcused absences (must let program assistant or instructor know ahead of scheduled class time otherwise it's unexcused via phone or email)
- Refusal to see a patient when requested to do so
- Impersonating a certified PA or any other health professional
- Breaching patient confidentiality
- Conducting oneself in an inappropriate conduct of a sexual nature
- Performing under the influence of drugs or alcohol during patient or professional encounters
- Demonstrating inappropriate body language or non-verbal communications such as eye rolling, mumbling under one's breath, or taking an argumentative tone when dealing with patients, peers, staff, faculty, or preceptors, inappropriate emails (ex. Beginning an email with Hey....)
- Declining to follow documented program procedures including those found in course syllabi
- Speaking negatively about or using inappropriate language with faculty member, fellow classmates, clinical preceptors or clinical site's office staff
- Fraternizing with a faculty member, including clinical preceptors, office staff, or site personnel
- Failing to avoid a conflict of interest, the appearance of a conflict of interest, or the need to examine the ethics of acceptance, students may not accept gifts of any kind from preceptors
- Posting of information on any public platform or social media site

Civility in the Classroom includes but is not limited to:

- Demonstrating respect for faculty members and students with all communication and exchanges, along with appropriate respectful behavior
- Examples: Using polite tone and conversation, reviewing written responses before sending, and the using constructive criticism in feedback

A rule of thumb is to think "*Would I say or do this in a face-to-face interaction?*" and/or "*How might this information be perceived by another?*"

Incivility in the Classroom includes but is not limited to:

- Challenging authority
- Inappropriate use of social media for sharing or promotion of academic work
- Posting confidential information on any public or social media site
- Posting of language that is threatening or harmful in nature to others including classmates, faculty, preceptors, and/or colleagues
- Demanding special treatment
- Demonstrating an "I paid for this" mentality
- Making offensive remarks
- Missing deadlines/late assignments (without discussing with the instructor and receiving approval)

- ahead of the due date time)
- Answering few if any questions or failing to participate in classroom or online discussion
- Challenging the instructor's credibility
- Taunting or belittling others
- Challenging the instructor's knowledge
- Making verbal or physical threats to the instructor and/or other students
- Engaging in academic dishonesty (cheating and/or plagiarism)
- Making harassing, hostile, or vulgar comments
- Sending the instructor inappropriate e-mails (beginning emails with "Hey...")
- Using electronic devices (phones, smart watches) during class time and/or inappropriate use of computer during class time
- Inappropriate use of laptop during exams (emailing during exam time, looking at other websites, etc.)

Timeliness

- Students will arrive at class/clinical sites at pre-determined time.
- Students will contact their faculty/preceptor or program secretary **prior to the beginning of the class/shift in the event of an unplanned absence** due to illness, emergency, or another unforeseen event.
- Unexcused or repeated tardiness is evidence of unprofessional behavior and is unacceptable for the classroom/practice experience.
- Students must notify the clinical experience faculty/staff of repeated or prolonged delays and absences of planned clinical experience hours.

Scope of Practice

- Students will refrain from performing any technique or procedure that is outside of their scope of practice and/or they have not been appropriately educated on the proper procedure.

Privacy and Confidentiality

- Students will maintain privacy and confidentiality of all patients according to HIPAA guidelines.
- Students will maintain privacy and confidentiality of classmate or faculty information that may be revealed in the context of small group learning.
- Students will demonstrate ethical behavior at all times.

Conduct Policy

Depending on the severity and number of occurrences, consequences may include anything from a formal written warning to dismissal from the program. Professional policy occurrences will be reviewed on a case-by-case basis and escalated to higher administration as warranted.

When any principal faculty member or instructional faculty member (including preceptors) identifies and documents an instance of unprofessional behavior throughout the program, the following procedures will be followed:

1. **First occurrence:** the student will meet (either in person, a phone call or via email) with the instructor and/or advisor and be given a professionalism advisement. *
2. **Second occurrence:** student will meet with instructor/course director and advisor and be given a professionalism advisement. *
3. **Third occurrence:** student will be given a professionalism advisement* **AND** be referred to SPAC. The student will meet with SPAC (including the Program Director) to discuss their behavior. The

student may be issued a professional written warning from SPAC depending on the nature of the previous occurrences.

4. **Fourth occurrence:** student will be given a professionalism advisement*, meet with SPAC **AND** SPAC will discuss current and previous occurrences and either issue a professional written warning from SPAC **OR** place student on academic probation for professionalism depending on the severity of the occurrence(s). In either case, the student will develop a professionalism behavioral remediation plan and work with their advisor on adhering to the plan.
5. **Fifth occurrence:** student will be given a professionalism advisement* **AND** if student was given a professionalism written warning previously from SPAC, student will be placed on academic probation. If placed on academic probation from SPAC previously, student will be dismissed from the program.
 - a. **If a student has another occurrence after being placed on probation (their 6th occurrence), the student will be dismissed from the program.**

**A student is required to sign an advisement within three (3) days of receiving the advisement.*

If an individual faculty or staff member feels that the unprofessional conduct of the student is severe; harmful to a patient, fellow student, faculty or staff member; or risks Chatham's reputation, the student's occurrence(s) will be referred directly to SPAC even if this is a first occurrence and this may result in academic probation or program dismissal. A student may also be referred to the Academic Integrity Council (AIC) for professionalism.

Letters written from SPAC will be sent within 1-2 days of the meeting and will require the student to sign the letter. The student will also develop a professionalism behavioral remediation plan within one week of the letter being issued to be turned into the program assistant. The student may work with their advisor or other faculty member to develop their personal plan.

Professional Comportment

Comportment encompasses all academic and professional experiences. Every individual has the right to learn and work in an environment free of threats, harassment, retaliation, or other risks. All occurrences of non-professional comportment must be addressed and is subject to the University Honor Code policy. Individuals should immediately remove themselves from the situation and report the occurrence to the Program Director.

Technology Use

- Cell phones, smart watches, or other electronic mobile devices should only be used as needed for work and personal emergency situations during class or clinical experience activities.
- Use of site-based computers is restricted to activities associated with patient care or activities related to the practice experience.
- Under no circumstances should the student use the site-based computer to check personal e-mail, participate in social networking, or access the internet for personal use.
- Personal video or audio taping of lectures/class time is prohibited using any type of recording device unless determined by OAAAR.
- Lectures recorded by professors will be made available at the discretion of the professor/lecturer (ex. Panopto).

Social Networking

- If the site has established policies and practices regarding social networking, the site's policies supersede those of the program.

- Students should be cautious about what they post and what is posted about them.
- Students should not identify their site by name or criticize the site or staff.
- Students should not post information about what is happening on the site.
- Students should not post any information about or pictures of patient(s) even if identifying information is eliminated.
- Students are required to use only their Chatham e-mail address when corresponding with rotation sites and program faculty and staff.

Dress Code

The following guidelines are meant to give a general overview of what the program and profession considers professional dress. Students are responsible for being knowledgeable of and adhering to the requirements and standards of the clinical site and Chatham University about dress code. Some specific restrictions are present due to safety reasons in the health care setting, and these will be pointed out. The program recognizes that cultural, ethnic, religious, and other differences among our student body help us to better represent the population that we serve. The program will make reasonable accommodations for dress or grooming directly related to a student's religion, ethnicity, or disability unless such accommodation poses a safety risk to the student or others. If you notice deficiencies in this policy, please bring it to the attention of the program such that the policy can be amended as necessary. We aim to ensure the safety of students while maintaining and supporting the backgrounds that make us unique healthcare providers.

PLEASE NOTE: Any questions regarding professional attire for rotations or competencies should be directed to the Associate Director of Clinical Education for clarification.

General Guidelines

- The healthcare professions deem modest attire as professional. As such, the program requires modest attire in both the classroom and while in clinical settings.
- Students may express personal taste through appropriate dress.
- Students are to be well groomed and practice good personal hygiene.
- Clothing should be clean, untornd, wrinkle-free, and free of offensive figures, pictures, or wording.

Classroom Attire

- All bottoms (pants, jeans, shorts, skirts, etc.) and dresses must be mid-thigh length or longer.
- Scrubs are only permitted for program activities when indicated by an instructor.
- Pajamas are not permitted.

Lab Attire

- All students are expected to wear clothing for examination and procedure labs that allow for examination of the appropriate area. Students are expected to wear a shirt that can be removed for labs, a sports bra (if appropriate), and loose-fitting shorts.
- During procedures' labs, students must wear closed-toe shoes.
- If lab attire is different than listed above, instructor will notify students of specific requirements prior to the lab session.

Professional Attire for Clinical Rotations and Competencies

PLEASE NOTE: If a clinical site has established policies and practices regarding dress, that site's policies supersede those of the program.

General

- Professional dress is expected unless otherwise indicated by the clinical site, such as when scrubs are required/recommended.

- Appropriate attire is to be modest and conservative, and may include:
 - Long-sleeved button-down shirts and ties
 - Professional tops and pants
 - Skirts, dresses, and tunics no more than 2 inches above the knee.
- Pants must be at a length in which they do not touch the floor.
- Students should take note of length of skirt and skirt slit when sitting, or placement of neckline on tops when they lean to examine a patient.
- Undergarments should be concealed by outer garments.
- A wristwatch with a second-hand one is required (smart watches are acceptable).
- All lab coats must include the Chatham University rocker and patch permanently affixed to the upper left sleeve. Lab coats are to be worn unless the clinical site allows the student to go without.
- Jeans are not permitted on clinical rotations (**even if the clinical site has a “casual day”**).

Shoes

- Shoes should be appropriate for the work being performed and must be clean, closed-toe, and closed-heel in nature. Acceptable styles include oxfords, dress flats, loafers, or heeled dress shoes less than 2 inches in height. Tennis shoes/sneakers are not permitted for office-based settings unless a medical condition warrants this type of footwear.
- Socks may be worn only if they are covered by pants or slacks and should be similar in color to the shoes and/or pants. Socks should be of a length that bare skin is not visible when the student is sitting.

Hair

- Hair should be clean and secured off the collar and face. If needed, hair should be secured with small, simple accessories. Hair bands shall be of a neutral color.
- Religious head/hair pieces (head scarves, hijabs, yarmulkes, wigs, etc.) are permitted as long as they do not pose a safety hazard or otherwise impede the student's ability to provide patient care safely (for example: some items may not be permitted in the surgical setting).
- Hair should be of a natural tone.
- Beards and mustaches, if present, should be kept neat and trim for safety reasons.

Jewelry

To ensure the safety of students in the clinical setting, minimal jewelry is encouraged. Jewelry should not be functionally restrictive or excessive. Students should avoid wearing long or dangling earrings for their own and for patient safety. There should be no visible jewelry in body piercings except for earrings and/or a single nostril stud (no rings or septum piercings permitted for safety). No more than two pairs of simple earrings may be worn per ear. In the case of religious requirement, certain additional piercings may be acceptable. Please consult the Associate Director of Clinical Education if you have a religious requirement for piercings. No other facial jewelry (e.g., tongue, eyebrow piercings, etc.) is allowed and bandages cannot be used to cover piercings of any location.

Tattoos

If a tattoo is visible, it must not promote illegal activities, hate speech, violence, and/or contain explicit language.

Perfumes

Students are not permitted to wear fragrant products in the patient-care setting (i.e., cologne, perfume, lotion, etc.).

Nails

- Nails are to be unpolished, clean, and short (fingernail must not be visible from the ventral view).

- Artificial nails are prohibited. Artificial nails include, but are not limited to, acrylic nails, all overlay tips, bonding, extensions, tapes, inlays, wraps, dip and gel.

Identification

Students must introduce themselves as a PA student from Chatham University at the beginning of all patient encounters and during competencies. Students shall be identified as follows:

- Nametags and Chatham University photo identification tags are to be worn at all off-campus special seminars, all clinical experiences, and all research activities. Nametags and photo identification tags shall be worn on the left pocket or lapel not below the waist. If the site requires another form of identification, the student must wear both identifications.

The lab coat must be **short**, white (blazer-style) with the Chatham University patch on the left upper sleeve at the shoulder with the identifying rocker sewn directly beneath.

Social Media Policy

Social media are internet-based tools designed to create a highly accessible information highway. They are powerful and far-reaching means of communication that, as a physician assistant student at Chatham University, can have a significant impact on your professional reputation and status.

Students are liable for anything they post to social media sites and the same laws, professional expectations, and guidelines are expected to be maintained as if you were interacting in person. The Chatham University PA Program supports your right to interact knowledgeably and socially. Guidelines have been developed to outline appropriate standards of conduct and are also found in the University Student Handbook under Guidelines for Social Media Usage.

Guidelines for social media use:

1. Social networking (or "friending") Program faculty and staff, guest lecturers, clinical preceptors, rotation site staff or current/former patients is strongly discouraged.
2. Take responsibility and use good judgment. Incomplete, inaccurate, inappropriate, threatening, harassing or profane postings are strictly prohibited.
3. Think before you post as your reputation will be permanently affected by the Internet and email archives.
4. HIPAA laws apply to all social networking, so it is the utmost priority to protect patient privacy by not sharing information or photographs.
5. You must protect your own privacy so as to not let anyone see your personal information or use your individual account(s).
6. Social networking is permanently timed and tracked. Therefore, to respect work commitments, social networking during class, program activities, and clinical time is strictly prohibited.
7. If you choose to use "Chatham PA Program" in your group posting name, you must post a disclaimer on the page stating that your views are that of your own and do not reflect the views of the Chatham PA program or Chatham University.
8. All laws governing copyright and fair use of copyrighted material must be followed.

9. Consult your faculty advisor or the Program Director if you have any questions regarding the appropriateness of social networking use.
10. Students should not put posts or photos on social networks about rotation experiences (including location, clients, diagnosis, treatment, preceptors, and staff, etc.). Names of supervisors, comments, or criticism about sites or information about what is happening at sites are not appropriate and prohibited.
11. The Program at any time may request immediate access to class pages; failure to grant access may result in disciplinary actions.

Failure to follow the above stated guidelines may be considered a breach of appropriate professional behavior and be subject to discipline, up to and including dismissal from the program.

E-Mail Policy

Students are required to check their Chatham email on a daily basis and respond to faculty and staff emails within 24 hours during the week and 48 hours during the weekend. Failure to follow this policy may result in a professionalism violation.

Student Progress Advisory Committee (SPAC)

The Student Progress Advisory Committee (SPAC) will review all students at least once per semester and recommend progression, deceleration, probation and/or dismissal. A student may be referred to SPAC at other times for unprofessional behavior and/or academic failures. The referral process to SPAC is outlined in the Professionalism section. In circumstances where the University Honor Code policy has been violated, the student will be referred by the course director (or instructor/faculty member) to the University Honor Code Committee for either academic or behavioral violations. The recommendations from the Honor Code Committee or Academic Integrity Council will be discussed by SPAC and further consequences may be given to the student.

Composition and Process

The SPAC shall be composed of the Associate Program Director, Associate Director of Curriculum & Instruction, Associate Director of Clinical Education, and appointed members of the faculty (voting members) by the PD, and the Program Director (non-voting member). Other designated Physician Assistant faculty may be involved on a case-by-case basis. SPAC may make one of the following recommendations:

Progression

Any student who passes all courses will be recommended for progression to the next semester. The student will receive no correspondence from SPAC.

Formal Letter of Warning

If referred to SPAC for unprofessional behavior, a student may receive a formal letter of warning informing them of the potential for academic probation or program dismissal if there are further incidences.

Remediation

All end of semester remediation processes is outlined in individual course syllabi, if allowed. Certain courses may not have a remediation process.

*Deceleration**

A student may be placed into an altered didactic sequence of the program (deceleration). Reasons for deceleration may include:

- Failure of any of the following:
 - One academic course that has a pre-requisite (except PAS 600/601 which results in dismissal)
 - Summative evaluation as defined in course syllabus for PAS 629
- Valid medical issue (verified by a treating medical provider's letter)
- Military service requirement (verified by original orders)
- Personal leave of absence

**Depending on the reason for deceleration, a student may graduate at a later date or join the next cohort.*

Students who are decelerated because of academic failure of a course (other than PAS 600/601, which results in dismissal from program) will be automatically placed on academic probation for the remainder of their time in the program. Decelerated students will be considered members of the following class and will not be able to walk or graduate with their original class. Other than for military or medical reasons, no more than one opportunity for deceleration will be granted. All students enrolled in the PA Studies program must complete all degree requirements within three years after the date of their first enrollment in the program. When a student returns to the program, all their previous professionalism advisements will remain on their record.

Due to the nature of the curriculum, students may not withdraw from one or multiple courses to concentrate on a particular course (or courses) and continue in the program.

Academic Probation/Dismissal

Because the Physician Assistant program assigns pass/fail grades rather than letter grades, the academic probation policy discussed here differs from that in the Chatham University Course Catalog.

A student may be placed on academic probation for course failure (other than PAS 600/601, which results in dismissal from program) or other unprofessional behavior after having received multiple warnings as described in the Professionalism section. While on academic probation a student will be dismissed from the program for subsequent failure of one course. A student may be dismissed for further unprofessional behavior if they are on academic probation.

Failure of more than one course in the program will result in automatic dismissal from the program. Deceleration due to course failure will result in academic probation. In the clinical year, failure of one clinical rotation will require a student to repeat that course and may subsequently delay graduation.

Students on academic probation may not be eligible for rotations at sites designated as level 1 sites and/or may not travel to more than two remote rotation sites. Students are also not eligible for employment in the University tutoring program. Academic probation may affect state licensing and/or recommendation and credentialing information provided to potential employers and credentialing institutions.

Students placed on academic probation due to course failure (other than PAS 600/601 which results in dismissal from program) will remain on probation throughout the length of the program. However, students on academic probation for reasons other than course failure have an opportunity to be removed from such status after two successful semesters (as defined below) in which there are no further academic or professional incidences. If it is determined that such a student has shown sufficient professional improvement, the SPAC committee may recommend that said student be cleared of the probationary status.

Leave of Absence

Please refer to the Chatham University Course Catalog for Leave of Absence policy. All requests for a Leave of Absence must be first submitted to the Program Director. The Program Director will advise students on

subsequent steps in the process. If a leave of absence is granted, students must report to the Program Director their intention to return to the program by April 1 of the spring semester preceding their scheduled return to the program or at a date defined by the Program Director. Students who take a leave of absence, their professionalism incidences from the semester prior to their leave will remain on their student record in the program.

Withdrawal from the Program

A withdrawal may be requested by the student in writing with or without the recommendation of the SPAC. Any refund will be made in accordance with both the University's and federal government's refund policies. The appropriate paperwork for withdrawal from courses is provided by the University Registrar or on my.Chatham.com. Incurred expenses prior to withdrawal (including, but not limited to memberships, fees, equipment, and books) are not refundable. The student who withdraws while passing all coursework to-date may re-apply through the admissions process with the exceptions of extenuating circumstances, as determined by the SPAC.

These may include, but are not limited to:

- Family emergency
- Prolonged illness
- Military activation
- Pregnancy
- Others (as validated by the SPAC)

Students who withdraw while failing coursework are not eligible for re-admission to the program.

TUITION & FEES

For the **2024-2025** tuition and fees for the PA program see here:

<https://chatham.edu/academics/graduate/physician-assistant-studies/program-tuition.html>.

Students accepted into and enrolled in Chatham's PA Program who are citizens or permanent residents of the United States are eligible to apply for financial aid through the Federal Stafford Loan program. For more information, contact the financial aid officer at the Student Services Center.

Students may be eligible for a refund if they fully withdraw from the University during a specific time frame. Leaving the university may have current or future academic and financial implications. If this action will affect current registration, the student will be charged a percentage of the tuition for the course(s) they withdraw from after the add/drop period. The student is financially liable for any course in which a "W" is recorded and that withdrawing from a course or course could affect their financial aid. More information can be found about the Chatham University Institutional Refund Policy in the Course Catalog and students can contact the financial aid office for specific details and questions.

LAPTOP REQUIREMENTS

Recommended hardware:

Intel i5 or i7 processor or AMD Ryzen 5 or Ryzen 7 processor
16GB memory

512GB SSD hard drive or larger
 Wireless 802.11 a/g/n/ac (we do not support 802.11b)
 Camera/Mic
 Windows 10

Mac Book Air, Mac Book Pro
 16GB memory
 512GB SSD hard drive or larger
 Wireless 802.11 a/g/n/ac (we do not support 802.11b)
 Camera/Mic
 Mac OS Sierra, High Sierra, Mojave, or Catalina

***Privacy Screen, internal or external camera, and a microphone feature is required for your laptop.**

Recommended items:

3-year manufacturer's warranty
 3-year Accidental Damage Protection Policy
 Theft Insurance

ADDITIONAL INFORMATION

Videotaping

Students may be videotaped performing tasks such as interviews, history, and physical examinations, and/or patient education sessions. These tapes will be used to aid in evaluating communication and physical examination skills. Students will have the opportunity to review the tapes and self-evaluate.

Basic Life Support (BLS) Certification

Students must be certified in BLS for Healthcare Providers prior to starting their Clinical Rotations in the second year. If a student is already BLS certified, the student must provide documentation of certification that will last through the **entire** clinical year (June – May of 2nd year). Many clinical sites require proof of current BLS and a student may not be allowed to attend these sites if these certifications are not current. This action may result in a delay in graduation. Students must provide documentation of certification to the Clinical Coordinators.

Latex Allergy

Latex allergy/sensitivity is a growing concern for health care professions. Chatham University Physician Assistant Studies Program is unable to provide a latex-free environment to learners in either the clinical practice laboratories on campus or clinical placement sites off campus. Applicants who have a known latex allergy/sensitivity are encouraged to consult their personal health care provider prior to entering a health care profession.

Moonlighting / Employment / Sports

Employment while a first-year student in the Program is strongly discouraged due to the intensity of the curriculum and time constraints of problem-based-learning. Work cannot supersede program activities or group meetings at a time convenient for the majority. Students may not be employed by the program in any capacity. No student will be required to perform any work for the program or for any member of the faculty. Being on a sports team is **STRONGLY** discouraged and students will not be dismissed from class for games/meets or practice. Practice or games cannot supersede program activities or group meetings at a time that is convenient for the majority.

Shadowing as a PA Student

Shadowing as a student will not be facilitated by the Chatham University's PA program. For those who want to shadow a medical provider, they must make arrangements that are independent of the program and be aware that they are not representing Chatham's PA program. They must not wear their Chatham PA white coat with the program logo nor the name badge and are not covered by the program's liability insurance. The student is obligated to make this clear with the medical provider they are shadowing. Students making shadowing plans independently of the program are advised that their status is reversed back to that of a non-provider observer and not perform tasks or provide services that are routine for a PA student at a clinical rotation.

Student Emergency Aid and Essentials Need Services

The Office of Student Affairs works with campus and community organizations to provide several services to assist students who are in need. If a student needs assistance with an emergency or is having ongoing personal financial difficulties, the Office of Student Affairs (1st floor of Woodland Hall, Shadyside campus) may be able to assist. Contact info: 412-365-1286 or email osa@chatham.edu.

Program Awards

At the time of graduation, awards may be bestowed based on nominations from students, faculty, or preceptors. Awards recognize outstanding participation in problem-based learning, outstanding performance in clinical rotations; outstanding leadership; and outstanding service to the class, program, college, or community and achievement. Awards will be officially announced at the White Coat Ceremony.

Graduation

A student may graduate if they have satisfactorily completed all assignments, evaluations, and other requirements for the program, and has received a "Pass" grade in all coursework. Failure to do so will result in the delay of the student's degree conferral.

University Student Services

<https://chatham.edu/student-experience/index.html>

<https://chatham.edu/news-and-stories/index.html>

PA ORGANIZATIONS

American Academy of Physician Associates (AAPA)

The AAPA is the national professional society for Physician Assistants. Founded in 1968, the Academy has chapters in all 50 states, the District of Columbia, and Guam. They also have chapters that represent physician assistants working for the Public Health Service, the Department of Veteran's Affairs, and all branches of the military.

The mission of the AAPA is to "promote quality, cost effective, and accessible health care and to promote the professional and personal development of PAs". Major activities to accomplish this goal include government relations, public education, research and data collection, and professional development.

Eighty percent of all practicing physician assistants are members of AAPA. Members are graduates of accredited physician assistant programs and/or those who are nationally certified. Students at accredited programs are also eligible for membership.

The AAPA's Physician Assistant Foundation (PAF) provides funds for scholarships and research on the PA profession. For more information, contact:

American Academy of Physician Assistants
2318 Mill Road Suite 130
Alexandria, VA 22314
(703) 836-2272
Fax (703) 684-1924
Web Site: www.aapa.org

National Commission on Certification of Physician Assistants (NCCPA)

NCCPA is an independent organization established to assure the competency of physician assistants. NCCPA was formed in 1975 by the AAPA and other health professional associations in order to administer a national certifying examination to graduates of accredited PA programs. The initial examination (PANCE) and the recertification examination (PANRE) are designed to test the medical knowledge and clinical skills of PAs. For more information, contact:

NCCPA
12000 Findley Road
Duluth, GA 30097
(678) 417-8100
Fax (678) 417-8135
Web Site: www.nccpa.net

<https://www.nccpa.net/pance-content-blueprint>

Physician Assistant Education Association (PAEA)

PAEA is the only national organization in the United States representing physician assistant (PA) educational programs. Its mission is to pursue excellence, foster faculty development, advance the body of knowledge that defines quality education and patient-centered care, and promote diversity in all aspects of physician assistant education. For more information, contact:

PAEA
655 K Street NW
Suite 700
Washington, DC 20001-2385
(703) 548-5538
Fax: (703) 548-5539
Web Site: www.PAEAonline.org

Pennsylvania Society of Physician Associates (PSPA)

The PSPA was established in 1976 to act as a representative of all physician assistants within the Commonwealth of Pennsylvania. For more information, contact:

Pennsylvania Society of Physician Assistants

PO Box 128
Greensburg, PA 15601
(724) 836-6411
Fax (724) 836-4449
Web Site: <http://www.pspa.net>

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

ARC-PA is the accrediting agency that protects the interests of the public and PA profession by defining the standards for PA education and evaluating PA educational programs within the territorial United States to ensure their compliance with those standards. One of the requirements for becoming a Physician Assistant is to have graduated from an ARC-PA accredited Physician Assistant Program. For more information, contact:

ARC-PA
12000 Findley Road, Suite 150
Duluth, GA, 30097
(770)-476-1224
Fax (770)-476-1738
Web Site: <http://www.arc-pa.org>

REV: 7/11/2024