UNIVERSITY OF
DETROIT
MERCY
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Physician Assistant Program Policy Manual

2020-2021

College of Health Professions

UNIVERSITY OF DETROIT MERCY
PHYSICIAN ASSISTANT PROGRAM 2018-2019
POLICY MANUAL

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UNIVERSITY OF DETROIT MERCY
PHYSICIAN ASSISTANT PROGRAM

Mission Statement

The University of Detroit Mercy Physician Assistant Program is dedicated to the education of clinically competent medical professionals thoroughly prepared to deliver quality patient care in the context of a dynamic health care delivery system.

Core Purpose

Advance health care by fostering the development of excellent physician assistants.

Philosophy:

The didactic and clinical portions of the Physician Assistant Program reflect a fundamental allegiance to the compassionate delivery of services to those in need. The Program implements this commitment through a curriculum which emphasizes the practical and policy issues of: health promotion and disease prevention; primary care delivery in urban and metropolitan communities; the team approach to delivery of care to populations with special needs; and the use of technology to support delivery of quality health care and education.

The Physician Assistant Program is committed to a student-centered approach to education and equal educational access for interested and qualified applicants. The Program strives to maintain an atmosphere of mutual respect and an environment promoting personal growth and professional advancement which culminates in the graduation of humane and ethical practitioners.

The University of Detroit Mercy is an independent, Catholic institution of higher learning which exists primarily for teaching, learning and research. Through an ongoing collaboration between students and instructors, the Physician Assistant Program encourages the development of self-directed professionals, prepared for life-long learning in clinical, educational and research milieus.

PA PROGRAM WEB ADDRESS:

http://healthprofessions.udmercy.edu/programs/paprogram/index.htm

http://healthprofessions.udmercy.edu/academics/pa/index.php

PHYSICIAN ASSISTANT PROGRAM OBJECTIVES

This program will prepare entry level professionals capable of:

1**. Approaching a patient of any age, in any setting, to elicit a detailed and accurate history, perform an appropriate physical examination, delineate problems, and record and present the data.**

OUTCOMES:
Upon successful completion of the program the entry level professional will be able to:

- establish a therapeutically and ethically sound relationship with the patient by utilizing techniques which enhance communication and information gathering
- select and ask relevant questions to elicit an accurate medical history
- recognize non-verbal cues to elicit an accurate medical history
- revise history taking to accommodate age and condition variations
- organize the historical data gathered into a concise medical record
- recognize anatomy, physiology and condition variations in the body systems and organs in order to perform an appropriate physical examination
- apply appropriate examination techniques ensuring patient comfort and privacy
- utilize diagnostic tools and skills including special procedures where appropriate to perform an appropriate physical examination
- assess expected findings, potential disorders and abnormalities in all body systems and organs
- record findings accurately and according to accepted format, either comprehensive or problem oriented
- develop an appropriate differential diagnosis based upon analysis of the subjective and objective data gathered and recorded, as well as previously gained biological, behavioral and medical knowledge, including diagnostic patterns, etiologies, risk factors, underlying pathologic processes and epidemiology
- document the data and patient assessment (using written or oral dictation/electronic techniques) in a record that is legible, effective, appropriately comprehensive for medical, legal, quality and financial/reimbursement purposes and efficient in communicating information
- orally present the data gathered in a concise, logical and professional manner

2. Performing and or interpreting, at least to the point of recognizing deviations from the norm, common laboratory, radiologic, cardiographic and other diagnostic procedures used to identify pathophysiological processes

OUTCOMES:
Upon successful completion of the program the entry level professional will be able to:

- select appropriate diagnostic tests considering indications, contraindications, expected outcomes and complications, value, cost, sensitivity, specificity, patient risk and appropriate sequencing
- correctly and safely perform (using universal precautions where appropriate) and appropriately document certain common diagnostic and therapeutic procedures such as; intramuscular, intradermal and subcutaneous injections, venipuncture, arteriopuncture, intravenous therapy, urethral urinary bladder catheterization, nasogastric intubation, application of O2 therapy, ECG, collection of certain specimens (i.e. fluid and tissues specimens, cervical scraping, cultures, stool for occult blood), incision and drainage, local anesthesia, PFT, wet smear, gram stain, KOH prep, removal of foreign body, cerumen

removal, certain biopsies and lumbar puncture
- differentiate between normal and abnormal laboratory findings or diagnostic test outcomes
- interpret common laboratory and other diagnostic procedures such as; UA, CBC and differential, ESR, chemistry profiles, culture and sensitivity, reticulocyte count, coagulation studies, hepatitis screen, gram stain, arterial blood gases, primary level ECG interpretation and identification of life threatening dysrhythmias, primary level CXR, abdominal film and extremity films
- provide patient education and obtain consent prior to initiation of diagnostic and therapeutic procedures

3. Assisting the physician in assessing patients in the acute and long term primary care setting, developing and implementing patient management plans, recording patient progress, assisting in the provision of continuing care and helping patients cope with illness and injury with education and counseling.

OUTCOMES:
Upon successful completion of the program the entry level professional will be able to:
- deliver or assist in the delivery of medical services to a variety of populations requiring initial, continuing and special care and in a variety of settings including urban underserved areas
- deliver patient care in a manner consistent with the scope of practice of the supervising physician, according to accepted standards of care and in a caring and respectful manner
- apply the concepts of clinical decision making and problem solving in assessment and management of patients in the context of their community
- communicate with and coordinate information among all members of the health care team
- develop a patient management plan which includes therapeutic, diagnostic and patient education components
- identify appropriate interventions for the early detection or prevention of certain conditions
- recognize limitations in medical service delivery and appropriately seek consultation
- ensure implementation of the management plan
- follow-up, review and modify the management plan based upon patient outcomes
- apply principles of pharmacotherapeutics and non-pharmacological modalities as appropriate for patient management
- consider the patient's overall condition including psychosocial and economic factors in the development of the management plan
- facilitate referral of patients to appropriate medical and social services as part of a patient management plan
- instruct and counsel patients with an awareness and sensitivity to cultural diversity and patient autonomy, regarding health risks, compliance with therapeutic regimens, emotional problems and other issues of daily living as appropriate for the patient's age and gender, utilizing appropriate family support, community services and materials
- prepare documents and summaries as appropriate utilizing proper medical charting principles (progress notes, orders, H & Ps, admission and discharge summaries, pre and post op notes etc)

4. Performing specific routine technical and surgical procedures, assisting with more complex procedures and taking initiative in performing evaluation and therapy in response to life threatening situations

OUTCOMES
Upon successful completion of the program the entry level professional will be able to:

- provide wound care including suturing, application of dressings, application of casts and other forms of immobilization
- administer medications by various routes
- assist in certain surgical cases
- use principles of aseptic technique and universal precautions
- recognize life threatening situations and take the appropriate steps in initial emergency management
- perform procedures only after providing appropriate patient education and obtaining consent

5. Conveying an understanding of the multi-dimensional role of the physician assistant, demonstrating professionalism in service to the profession and the community, and obtaining and maintaining certification and applicable licensure as a PA

OUTCOMES
Upon successful completion of this program the entry level professional will be able to:

- achieve a passing score on the PA National Certifying Examination
- apply the process for licensure in the chosen practice state
- demonstrate ethical problem solving abilities within the professional code of conduct
- comply with institutional, local, state and federal guidelines, laws and regulations
- assess factors such as changing health care needs, introduction of technology, safety, quality, economic considerations, health policy, political, legal, intra-professional issues and trends in health care and how they impact upon the practice of medicine
- utilize critical thinking in the process of lifelong learning especially demonstrated by keeping abreast of evolving clinical practice and maintaining certification status
- realize the importance of participation in professional leadership roles and participate in service to the profession
- realize the importance of public health issues in the community and participate in activities which promote community well being
- demonstrate emotional resilience and stability, adaptability, flexibility and tolerance of ambiguity in anxiety producing situations
- work collaboratively in inter-professional, patient centered teams

6. Assessing and contributing to the body of professional literature

OUTCOMES
Upon successful completion of this program the entry level professional will be able to:

- utilize critical thinking and research skills in the process of lifelong learning
- interpret medical literature in order to maintain a critical, current and operational knowledge of new medical findings
- contribute to the body of professionally relevant literature
- convey scientific information accurately and effectively
- apply information technology to manage information related to patient care and in support of continuing education

Resources:

- **Accreditation Standards**, 4th Edition, 2010; Accreditation Review Commission for Education of the Physician Assistant (ARC-PA)

- **Competencies for the Physician Assistant Profession**, 2012, Accreditation Review Commission for Education of the Physician Assistant (ARC-PA); the Physician Assistant Education Association (PAEA), the American Academy of Physician Assistants (AAPA), and the National Commission on Certification of Physicians Assistants (NCCPA).

PHYSICIAN ASSISTANT PROGRAM
ADMISSIONS POLICIES

The Physician Assistant Program carefully abides by the nondiscriminatory admissions policy of the University of Detroit Mercy. Applications are accepted for regular admission through CASPA January 15th in the year for which admission is sought. Applicants in transfer from other Physician Assistant Programs must be reviewed for admission by the end of the semester preceding the one for which transfer admission is sought.

The Physician Assistant Program recognizes two categories of admission.

> **REGULAR ADMISSION**: is selectively afforded to applicants who satisfy all admission requirements of the University and the Physician Assistant Program.
>
> **CONTINGENT ADMISSION**: is afforded to applicants who appear qualified for regular admission but have not completed a baccalaureate degree from an accredited U.S. institution by the application deadline. When the baccaulareate degree has been completed, a decision about regular admission will be made by the Program faculty. Students admitted on a contingent basis, must resolve the incomplete requirement prior to registering for classes and beginning training in the Program.

The Physician Assistant Program does not offer provisional, conditional or unclassified admission as defined by the University. The Program Admissions Committee consists of the Physician Assistant Program faculty, the Program Medical Director, community PAs, and members of the adjunct and CHP faculty. The Program strives to include representatives from minority and disadvantaged groups on the Committee.

UDM undergraduates, applicants from underserved communities, applicants who have been honorably discharged from the military and those from underrepresented minorities in the profession may be given additional consideration in the application process.

The Physician Assistant Program will consider applicants who have completed advanced medical training but who are not already licensed to practice as a medical or osteopathic physician in the U.S. Such applicants must demonstrate, by documentation, successful completion of prerequisite course work equivalents and an equivalent to a United States bachelor's degree as determined by an approved foreign transcript evaluation service and/or reviewed by PA Program faculty. Such applicants must meet all other admission requirements. Any applicant may be asked to demonstrate language competency. The Program does not offer an accelerated course of study but the student advisor will, on the advice of the course instructor, review requests for waiver or modification of selected required coursework for admitted students who can demonstrate sufficient knowledge and proficient skill in the course material. Please see "Waiver of Required Coursework"

The University of Detroit Mercy is committed to the principle of equal opportunity for all, regardless of age, gender, race, creed, national or ethnic origin, handicap, weight or sexual orientation.

UNIVERSITY OF DETROIT MERCY
STUDENT COMPLAINT POLICY

Refer to the following link:

https://www.udmercy.edu/about/consumer-info/complaint-policy.php

COLLEGE OF HEALTH PROFESSIONS
POLICY FOR CRIMINAL BACKGROUND CHECKS

Refer to the following link:

http://healthprofessions.udmercy.edu/about/pph.php

COLLEGE OF HEALTH PROFESSIONS
POLICY FOR DRUG SCREENING

Refer to the following link:

http://healthprofessions.udmercy.edu/about/pph.php

COLLEGE OF HEALTH PROFESSIONS
TECHNICAL STANDARDS

Refer to the following link:

http://healthprofessions.udmercy.edu/_files/pdf/Health_Record_Form.pdf

COLLEGE OF HEALTH PROFESSIONS
LATEX ALLERGY POLICY

Refer to the following link:

http://healthprofessions.udmercy.edu/_files/pdf/Latex_Policy.pdf

PHYSICIAN ASSISTANT PROGRAM
LAPTOP POLICY

The Physician Assistant Program continues to be committed to student success and requests every PA student obtain a laptop with the following specifications.

Macintosh

· Operating System: OS X 10.7 (Lion), OS X 10.8 (Mountain Lion), OS X 10.9 (Mavericks), OS X 10.10 (Yosemite), and OS X 10.11 (El Capitan). Only genuine versions of Mac Operating Systems are supported
· CPU: Intel processor
· RAM: 2GB
· Hard Drive: 1GB or higher available space
· Server version of Mac OS X is not supported

· A working USB port is required
· Internet connection

PC Requirements:

· Operating System: 32-bit and 64-bit Versions of Windows Vista, Windows 7, Windows 8, and Windows 10
· Only genuine, U.S.-English, French, Portuguese, Swedish, and British versions of Windows Operating Systems are supported
· CPU Processor: 1.86Ghz Intel Core 2 Duo or greater
· RAM: highest recommended for the operating system or 2GB
· Hard Drive: highest recommended for the operating system or 1GB of available space
· A working USB port is required
· Internet connection
· Screen Resolution must be 1024x768 or higher
· Adobe Reader (Version 9, 11, or DC)

(Approved by PA faculty – April 12, 2018)

ACADEMIC and PROFESSIONAL INTEGRITY

FACULTY RESPONSIBILITIES:

Faculty members are expected to conduct themselves in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community as well as those of the PA profession. Members of the faculty are expected to (except in cases of illness or other compelling circumstances):

1. meet scheduled classes and appointments;

2. be available at reasonable times for appointments with students;

3. make appropriate preparation for classes and other meetings;

4. perform grading duties in a timely manner;

5. communicate with students who have earned a failing grade prior to submitting the grade to the Registrar. The purpose of this is to ensure that the grade was arrived at accurately and fairly as well as to allow the student to present information relative to the grades;

6. if at any time a student has a personal issue that may impact the student's progress in the PA program, the faculty advisor must make themselves available for timely referrals of student services. If the advisor is not available, the advisor should refer the student to the program director.

7. describe to students in writing at the beginning of a course the content and objectives along with the methods and standards of evaluation. This description of evaluation must include description of the relative weight to be assigned to various factors;

8. base all academic evaluation upon good-faith professional judgment;

9. not consider, in academic evaluations, factors such as race, color, religion, gender, age, national origin, handicap, political or cultural affiliation, lifestyle, activities or behavior outside the classroom unrelated to academic and professional achievement;

10. respect confidentiality of student information contained in University academic records. Faculty may release such information in connection with intra-University business, including releasing information to clinical preceptors and affiliate faculty without student consent, or as may be required by law;

11. not exploit professional relationships with students for private advantage; and refrain from soliciting the assistance of students for private purposes in a manner which infringes upon such students' freedom of choice;

12. give appropriate recognition to contributions made by students in research, publication, service or other activities;

13. refrain from any activity which involves risk to the health and safety of a student, except with the student's informed consent, and, where applicable, in accordance with the University policy

relating to the use of human subjects in experimentation;

14. respect the dignity of each student individually and all students collectively in the classroom, laboratory and clinics; in communication, either face to face or electronically; and in all other academic contexts.
15. Refrain from participating as a health care provider for students in the program

STUDENT RESPONSIBILITIES:

Students are expected to conduct themselves in a fair and conscientious manner in accordance with the College Honor Code, ethical standards generally recognized within the academic community as well as those of the PA profession. Members of the student body are expected to (except in cases of illness or other compelling circumstances):

1. attend all scheduled classes and appointments;

2. prepare for all classes and other meetings;

3. submit all assignments on time;

4. when progress in a course is below expected graduate standards, the student should meet with faculty to discuss progress;

5. if at any time a personal issue arises that may impact the student's progress in the PA program, the student must contact their advisor for timely referrals to student services. If the advisor is not available, the student should contact the program director.

6. not consider, in any interactions with peers, faculty, staff, clinical preceptors or patients (real or mock), factors such as race, color, religion, gender, age, national origin, handicap, political or cultural affiliation, lifestyle, activities or behavior unrelated to academic and professional achievement;

7. not exploit professional relationships with students, staff, or faculty for private advantage; and refrain from soliciting assistance of peers for private purposes in a manner which infringes upon each individual's freedom of choice;

8. refrain from any activity which involves risk to health and safety of a peer, faculty or staff, except with informed consent, and where applicable, in accordance with the University policy relating to the use of human subjects in experimentation;

9. respect the dignity of each student, faculty, staff member and preceptor individually and all colleagues collectively in the classroom, laboratory and clinics; in communication, either face to face, electronically, or on social media; and in all other academic contexts.

10. submit course and instructor evaluations (see below) providing constructive feedback for course and teaching improvement efforts and to contribute to curriculum assessment, revision and the accreditation process.

HONOR CODE COLLEGE OF HEALTH PROFESSIONS

Students in the College of Health Professions at the University of Detroit Mercy are expected to exhibit behaviors that epitomize academic, professional and personal integrity. They are

committed to the traditions of the Sisters of Mercy and the Society of Jesus that emphasize values, respect for others, and academic excellence. Adherence to such high standards is necessary to ensure quality in education and clinical care in all College of Health Professions programs. A student's acceptance into a program of the College of Health Professions is conditional upon signing an affirmation of the Honor Code. The entire document can be found in on the program web site and is available from the program office upon request.

ACADEMIC MISCONDUCT UNIVERSITY OF DETROIT MERCY

Among the most serious academic offenses is plagiarism, submitting the words or style of another author or source without acknowledgement or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph, or longer exerts, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another that is, retaining another writer's ideas and structure without documentation.

Students are advised to always set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting other's work and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty.

The consequences of plagiarism, or any act of academic dishonesty, may range from failure in a course to dismissal from the University.

Please refer to the Professional Conduct Policy in this manual for more information.

COURSE AND FACULTY EVALUATIONS

The University of Detroit Mercy provides a secure, anonymous and easy to use resource for submitting your faculty/course evaluations. Faculty/course evaluations are used to gather information which aids faculty in improving courses and the curriculum. Evaluation of faculty and their courses is a part of the overall faculty evaluation and accreditation processes. The tool is completely anonymous; there is no method by which your evaluation can be linked back to you.

To use the online evaluation tool, go to the course evaluation site is https://www.udmercy.edu/evaluate/
You will need your 7-digit student ID number. Your login ID is the last 7 digits of your TitanConnect Number. Thus a student with TitanConnect #: T01234567 would use 1234567 as their login ID.
CHP Faculty/Course evaluations for the standard 15 week course sections may be completed during the week before final exams to the end of final exam week (from Monday, at 12:00 am - Sunday, at 11:59 pm).

POLICY ON ATTENDANCE

The importance of regular and timely attendance at required Program activities cannot be overstated. It is expected that all students will assume responsibility for meeting all academic and clinical commitments with punctuality.

FACULTY GUIDELINES: The faculty or course instructor will make available within the first or second class meeting, a syllabus or course description which specifies course attendance requirements and project deadlines.

The faculty or instructor will advise the Program offices and students as quickly as possible of alterations in the syllabus schedule and any unanticipated class cancellations.

The faculty will regard "unanticipated" absence due to student illness, accident or emergent personal business as an excused absence when notified promptly regarding the circumstances.

STUDENT GUIDELINES: It is expected that students will arrange all non-emergent personal obligations and appointments to avoid conflicts with required Program activities.

Students are expected to notify the course instructor (and the clinical site if appropriate) promptly regarding the circumstances and expected duration of unanticipated absence. Unanticipated absence of greater than three days duration typically requires written substantiation.

Students are expected to discuss anticipated absence with the faculty as soon as it is known. Requests for anticipated absence from program obligations should be made in writing to the Program Chair.

The UDM PA Program does not permit its students to work (paid or voluntary) for the PA Program

The Program strongly discourages full time students from being employed while enrolled and does not make exceptions or alterations to required course work, scheduling, or rotation assignments for individual students due to employment. Employment status while in the program will not be used to excuse absence from scheduled learning activities, justify poor performance, or be considered as a mitigating factor when assessing students' academic and professional progress.

During supervised clinical experiences, students may not substitute for clinical or administrative staff and must ensure all services provided to patients are directly supervised. Students may not accept compensation for any services provided during supervised clinical experiences unless specifically approved by the Program.

Students may not substitute for instructional faculty even if they have an area of expertise or are a licensed health care worker in a different discipline.

Unexcused absence, repeated excused absences and repeated tardiness in meeting appointments, completing assignments and other Program obligations as outlined by course syllabi or the clinical year syllabus will be considered unprofessional behavior and will negatively impact student promotion reviews.

No portion of this policy is intended to imply that students are not responsible for work missed during any absence. The Program fully expects students will complete all assignments, papers, examinations, demonstrations, clinical experiences and responsibilities.

SPECIAL ATTENDANCE PROCEDURES FOR CLINICAL ROTATIONS

Students on rotation at clinical training sites assume additional responsibilities for professionalism and patient service. Details of policy are contained in the Clinical Year Syllabus which is made available prior to beginning of clinical training. Because of its later publication date, the attendance policy outlined in the Clinical Year syllabus takes precedence over this summary.

Students on clinical rotation are responsible for promptly notifying their clinical site supervisor and the Program Clinical Coordinators of any absence or tardiness, anticipated or unanticipated. It is not adequate to notify only the clinical preceptor

Students on clinical rotation are expected to participate in all training opportunities. The educational and patient care obligations may include evening, weekend and overnight "on-call" schedules and hours. Certain sites also include scheduled didactic (lecture and demonstration) obligations.

Students on clinical rotation are expected to complete all daily duties and patient care obligations before leaving the site.

Repeated requests for time off, unexcused absence and tardiness in discharge of clinical obligations will be considered unprofessional behavior and will negatively impact student promotion reviews.

EXEMPTION FROM COURSE WORK

Course work in the Physician Assistant professional curriculum (PA rubric) is sufficiently different from most traditional graduate level work that exemption from course work is not an option for most students. The process for exemption is deliberately rigorous and the previous experience must be of exceptional caliber and documentation. Application for exemption from course work in the PA rubric, unless otherwise noted, should be made to the student advisor prior to or at the time of registration. Exemption requests cannot be made once a course has begun unless prior arrangements have been made with the student advisor. There are no means to earn credit by examination for graduate courses.

A student may be exempted from certain didactic course work under the following conditions:

Waiver of Required Course Work

In the case where a student has had recent, graduate level course work, comparable to course work required in the curriculum, that student may request a waiver of required course work.

Application for waiver of course work must be made to the student advisor prior to or at the time of registration unless other arrangements have been made. The course instructor may be asked to determine the equivalency of the previous course work and can recommend to the student advisor whether a waiver is appropriate or not. The student must present this recommendation and waive form to the student advisor for approval. Final approval comes from the Dean of the College of Health Professions.

Students will receive a copy of the waiver form for their records. The original goes to the student file. Waived classes are not reflected on a student transcript. Students should be aware of the consequences of a decreased credit load on financial aid status.

DEGREE REQUIREMENTS

Students must complete the program in the time determined by track (2 year or 3 year) on admission. Extension of the time to complete the program may be granted upon request to the Promotion and Progress Committee. This extension may require additional tuition.

Students must complete the "Application for Graduation" by the posted deadline (usually late January or early February prior to August graduation) to be considered for graduation. A graduation fee will be assessed.

No student may graduate with an incomplete "I" grade on his or her transcript. Students must meet the requirements for promotion to graduate from the program (see section on Academic Progress).

Earned Hours: The UDM Master's Degree requires a minimum of 30 semester hours beyond the baccalaureate level.

Residence: The residence requirement for UDM graduate students requires more than half the required course hours be taken at University of Detroit Mercy. See the Graduate Catalog for further information.

POLICY ON EXAMINATIONS

The examination of didactic knowledge, clinical skills and professional milestones is an integral part of the teaching-learning process. The Program has established a framework for examinations and grading which provides for consistent evaluation and allows for flexibility and individual differences.

DEFINITION OF TERMS:

Examination, Exam: any testing procedure to measure a student's knowledge base, clinical technique and problem solving skills. This may include individual and group projects; performance demonstrations and peer review experiences. Typically the exam length is one class period or longer.

Comprehensive Examination: a series of didactic and clinical testing procedures to assess cognitive, affective and psychomotor skills which occurs at the end of the didactic and clinical year.

Quiz: an oral, written or performance test procedure whose length typically does not exceed 30 minutes.

OSCE: Objective Structured Clinical Exam. A practical examination of clinical skills provided in stations.

POPE: Problem oriented physical examination. A practical examination evaluating the student's ability to apply appropriate clinical skills to the presented case scenario.

FACULTY GUIDELINES:

The faculty or course instructor will make available, within the first or second class meeting, a syllabus which specifies the nature, number, grading and due dates of the course quizzes, papers, demonstrations and examinations.

This syllabus will also outline the course policy concerning grades needed to demonstrate competency on course quizzes, papers, demonstrations and examinations and specific means for remediation of a grade.

The syllabus will inform students of the reference material from which course objectives and examination measures are constructed.

The course instructor or designated person will administer the examination(s). The person responsible will begin the examination at the scheduled time.

The instructor will make available to the students the results of quizzes, papers and examinations as soon as possible, but not longer than two weeks from the time the test was administered. The Program does not provide for the return of exam materials, but will arrange for students to review test materials at his/her request.

Compiled statistical results of quizzes, papers and examinations which do not identify students by name may be released for research and reporting purposes at the discretion of the Program Director/Chair.

No written or oral examinations will be given outside of the academic calendar of the Physician Assistant Program without the prior approval of the Program Director/Chair.

STUDENT GUIDELINES:

Students are expected to take or submit all quizzes, papers, demonstrations and examinations on the scheduled day at the scheduled time. No examination will be available later than 15 minutes into the examination period for late arrivals.

Students may not bring materials into the testing procedure other than those directly specified by the instructor. Materials which cannot be left elsewhere or put into lockers should be left in a designated area.

Students needing to leave the room while the testing is in progress must ask permission. No such break should exceed 5 minutes in length. No more than one student may be excused from the exam room at any one time. The examination proctor may provide an escort for students temporarily excused from the exam room.

Any form of cheating, including but not limited to:

- copying, communicating, or sharing examination content **from, or with**, another student
- using "cheat sheets" or hidden materials with possible test information during an examination
- using test breaks or bathroom breaks to research test answers or share information with others
- stealing, gaining access to, reproducing, distributing, or using unauthorized information, material, or assistance related to examinations.
- participation in any activity which gives a student an unfair advantage over others

will not be tolerated and those caught sharing or receiving exam information will face sanctions including dismissal from the program.

Upon completing the examination, or when the allotted time for completion has expired, all testing materials must be returned to the person administering the examination.

As with other Program obligations, unavoidable absence on the day of the examination (including papers, clinical demonstrations and project deadline) must be reported to the course instructor prior to the scheduled examination time, paper deadline or other appointment.

No portion of this policy is intended to create any rights on the part of students to invalidate or raise grades with respect to courses which do not comply with these guidelines. However, a student or instructor may request a faculty committee review of any substantial deviation from these guidelines as a basis for recommending that a student's grade be changed.

COMPUTER EXAMINATION POLICY

The following policy has been established to provide guidelines on electronic testing.

1. Computer exams will be given at a time and place announced by the course instructor.
2. Students are expected to bring their personal laptops for examinations. If you do not have a laptop you are required to ask the instructor to order a laptop for your use for the examination.
3. **You may be required to show a picture id to be permitted to enter the test center.**
4. No materials, food or drink will be allowed in the computer lab. You may use a locker for storage of personal items during your exam. Scrap paper which may be distributed will be collected at the end of the exam.
5. If the computer goes down or a student is inadvertently "kicked off" there are several options but the student will not be penalized for time lost to correct the situation. The computer can be rebooted and the student may resume or start the test again or the student may be given a written examination. The option chosen will depend on whether there is enough time for the student to take the exam. If the lab is closing or the proctor has not scheduled for enough time to permit the student to begin again, the computer exam may be rescheduled at another time. It is the responsibility of the course instructor to provide the student with an opportunity to complete their exam.
6. Any unauthorized attempt to access an exam a second time (each entry into the test is recorded by the computer) will be considered a violation of testing protocol and the student will receive a zero for that exam.
7. Failure to follow examination procedure outlined here and in the PA Program Policy Manual can result in the exam being voided and a grade of zero assigned for that exam without chance of remediation.

PROCEDURES OF THE PHYSICIAN ASSISTANT PROGRAM

PROMOTION AND PROGRESS COMMITTEE

FUNCTION OF THE COMMITTEE

1. To review the academic and professional progress of all physician assistant students.
2. To review academic evaluation outcome data.
3. To make recommendations to the program chair for:
    a. Students in real or potential academic and/or professional difficulty
    b. Students who have shown outstanding ability
    c. Academic policy development or modification

COMPOSITION

A majority of the core faculty, a physician assistant in community practice and the Program Medical Director. The Program Chairperson serves as the chairperson.

A majority of members of the committee will constitute a quorum. Recommendations must be approved by a majority of the voting members.

Each member of the committee will be entitled to one vote with the exception of the chairperson. The chairperson will vote only in a tie breaking situation.

PROCEDURAL OPERATION OF THE COMMITTEE MEETINGS

The Promotion and Progress Committee will meet on a regular basis at the end of each term. It will also meet once during the course of the term (typically at the mid semester) to evaluate progress of students and at additional times to act on special interim business.

Procedures

The Committee will deliberate on PA student progress and make determinations regarding student:

l. Professional and academic progress (including recommendation for graduation)
2. Directing student counseling
3. Remedial work based on departmental recommendation(s), or recommendations of adjunct instructors
4. Repetition of a year or part of a year
5. Probation
6. Suspension/Reprimand
7. Deceleration
8. Dismissal
9. Leave of Absence
10. Modification or development of Academic or Professional Conduct Policy
11. Recognition of academic or professional excellence

PROTOCOL FOR PROMOTION OF PHYSICIAN ASSISTANT STUDENTS

GRADES:

All grades (or equivalent report of standing) will be submitted to the program chair at the Committee meeting by the student advisor.

To achieve satisfactory academic progress leading to promotion in, and completion of the Physician Assistant Program the student must maintain an aggregate grade of B (a University GPA of 3.00). The PA Program considers a grade below B- in any of the core curriculum [Clinical Medicine (PAS 5240, 5250, 5260), Patient Evaluation (PAS 5100, 5200, 5300), Clinical Rotations (PAS 5800, 5810, 5820), PA Seminar (PAS 5870, 5880, 5890), and Diagnostic and Therapeutic Procedures (PAS 5360, 5370, 5380)] and a grade below C in other courses to represent unsatisfactory academic progress. Unsatisfactory academic progress may result in conditional promotion, deceleration, withdrawal, warning, suspension, probation or dismissal as described below.

Beginning fall 2016 semester, all coursework (core and noncore) must have a minimum grade of B- or better for satisfactory academic progression.

Students may be denied progression to clinical rotations or be required to do remediation prior to clinical rotation if they have not made satisfactory academic progress in the didactic portion of their education.

GRADING SCALE

Physician Assistant Course raw score (%)	Grade report	University Quality points
≥ 93	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	D	1.0
< 69	F	0.0

In the clinical portion of the program, the semester grade for clinical rotations is compiled from an aggregate of grades completed in that semester. Clinical rotation grades are themselves a composite of three components:

Clinical Preceptor Rating: The clinical site preceptor evaluates student performance based on day-to-day observations of the student's clinical skills. A sample of this scale is provided to each student in the Clinical Year Syllabus prior to beginning the clinical portion of the program.

End of Rotation Examinations: Each major rotation concludes with a written examination concentrating on the topics outlined in the Clinical Year Syllabus specific to the clinical experience.

Faculty Evaluation: A percentage of each semester grade is determined by the program faculty based upon the faculty site visit and student documentation (Typhon) and participation in evaluation of the clinical experience.

Details for grading in the clinical year are provided in the Clinical Year Syllabus. Due to its later publication date, those policies take precedence over this summary.

COMPREHENSIVE EXAM:

All students must meet a minimal level of competency prior to graduation. The comprehensive exams are given in the final semester to assess competency in primary care. A passing score must be achieved to graduate.

The exam assesses acquisition of knowledge, problem solving skills, psychomotor and clinical competencies. The exam is taken on two separate days. The **Written Comprehensive Exam** is typically given in the final summer semester. An average passing score of at least 67% must be achieved on the written components to pass. The **Practical Clinical Comprehensive Exam** is typically given in the final summer semester. A score of at least 80% must be achieved on EACH of the station components to pass. Failure of the written exam or any part of the practical exam will require remediation to a passing grade for promotion to graduation. Failure of the comprehensive exams may result in delay of graduation. The comprehensive exam will test students on all of the PA Program Objectives described previously in this manual.

GRADE "I" INCOMPLETE**:**

If a student has been making satisfactory academic progress and has encountered extraordinary circumstances, (e.g., illness) a course grade of "I" must be requested with an "I" Grade Petition (see appendix A). It is the student's responsibility to contact the instructor to make these arrangements. The instructor will submit a failing grade if no arrangements for incomplete work is made. Work for the course in which the "I" grade is received must be completed by the date stated on the "I" grade petition. Failure to complete the course work by this date may result in the "I" remaining on the transcript or conversion to a failing grade. Grade "I" is also used in the clinical year when grade requirements on rotations don't always coincide with the semester end. In this case only, the student need not request an incomplete grade.
Refer to the Graduate catalog for complete policy.

ACADEMIC PROGRESS

At intervals during each semester and at its conclusion, the Promotion and Progress Committee will review the progress of each student. The Committee determines whether the student shall be unconditionally promoted; promoted with

recognition; promoted with conditions; or be subject to other action as described below.

UNCONDITIONAL: Students who have demonstrated competency at or above the minimum standards will be acknowledged by the Promotion and Progress Committee. A notice from the Program Chair will be sent to the student at least once a semester. The notice will reflect the semester and course work in which the promotion was earned. A copy of this notice will be added to the student's record.

RECOGNITION: Students who have demonstrated exceptional academic performance will be acknowledged. Recognition of outstanding academic achievement is done annually at commencement.

CONDITIONAL PROMOTION includes**:**

Counseling:

Directing a student to seek appropriate academic counseling is within the purview of the Promotion and Progress Committee. While it is advisable for students to seek assistance from instructors and university resources as a course proceeds, there may be circumstances where extra support is needed to understand certain concepts or to make up work lost for extraordinary reasons such as illness. The Promotion and Progress Committee can recommend the student establish a collaborative plan with the faculty to complete selected course objectives and incomplete work and/or seek assistance from the Student Success Center. Students will be notified of this recommendation by letter from the program chair. This letter will remain a part of the student's permanent file. In specific situations involving financial or personal elements, the Committee may recommend outside resources, including psychological support, be utilized to satisfy this category of promotion. When medical or psychiatric consultation is required or recommended, the Promotion and Progress Committee will respect patient/provider confidentiality. However, documentation of enrollment and/or completion may be required by the Committee.

OTHER PROCEDURAL OPERATION OF THE PROMOTION AND PROGRESS COMMITTEE MEETINGS

Remediation:

Remediation is a process by which identified deficiencies in a student's knowledge base, skills, or professionalism are

addressed in order to assist the student in achieving required academic or professional competencies.

The remediation process occurs mainly at the individual course level. The PA Program has established certain levels of performance as representing minimum levels of competency in each course offered in the curriculum. The standards, means of evaluation, and the procedure for course level remediation are outlined in each syllabus. All syllabi are reviewed prior to each semester by the PA Faculty Curriculum Committee.

Remediation in the didactic phase:
If a student fails a course assignment (exam, written assignment, skills check-off) with a score of <80%, the instructor will post the failing grade to the Blackboard site. It is the student's responsibility to make an appointment with the instructor to determine if the assignment will need to be redone in keeping with the policies outlined in the course syllabus. The course instructor and the student will define a plan to retest or redo an assignment. This plan will be tailored to address the failed learning outcomes. Students are also required to meet with their academic advisor to keep them informed of the plan.

The plan for addressing the student's deficiencies may consist of supplemental readings, additional practice sessions, applicable self-study activities, and working with relevant instructional faculty.

If outlined in the course syllabus that a failed assignment (exam, written assignment, skills check-off) must be repeated to mastery, the student will have one opportunity to complete a re-test or a re-do assignment. If the student achieves >80% on their re-testing or re-do assignment in accordance with the syllabus, the instructor will record a score no higher than the minimal competency level for the material. In other words, repeating work cannot increase the grade for that content area above minimal competency (80% or B-).

Students must complete any and all retesting or re-do assignments prior to the end of the semester. Students who fail to complete the required tests or assignments, or those who do not achieve a passing score, will be referred to the Promotion and Progress Committee for further consideration. (Please see the section in the Policy Manual on the charges of the Promotion and Progress Committee.)

Remediation in the clinical phase:
Students in the clinical year will be required to undergo a remediation process if they fail an end of rotation (EOR) exam, or if they achieve a failing evaluation from their clinical rotation.

Students who fail their EOR exam by achieving below the program defined pass rate are given a period of self-study and then allowed to retest. If they do not achieve a minimum passing score on the second attempt, they will not pass the rotation and be referred to the Promotion and Progress Committee.

If students earn a failing evaluation of any clinical rotation, they will be required to complete another clinical rotation in that area. Students should be aware that completion of additional clinical rotations may delay graduation. Any financial costs associated with extending the program are a student's responsibility.

Remediation of the Summative Exams:
Students who fail any portion of the cumulative end of program assessments by scoring below an 80%, will be given the opportunity to meet with the appropriate faculty, review their areas of deficiency, and then re-test on that portion of the exam.

Student who fail the retesting portion will be referred to the Promotion and Progress Committee.

Repetition of a course:
The student will be assessed additional tuition for repetition of a course in which an unsatisfactory grade was earned. This tuition will be the current tuition rate. The Committee may also direct a student to Audit or retake a course as an alternative to separation from training. The student will be assessed additional tuition at the prevailing rate determined by the University for Audit privileges.

DECELERATION:
If, during the course of full-time study, difficulties are encountered by a student, the Promotion and Progress Committee may recommend a decelerated course of study. A collaborative plan of study will be developed with the faculty.

Decelerated students will be expected to meet the criteria for satisfactory progress in study under these arrangements.
Deceleration from the 2-year track to the 3 year track will only be recommended if there is space available.

Students who request deceleration as an accommodation for disability must register for disability services with the Director of UAS/Disability Support Services, in the Student Success Center.

It is the responsibility of the student to contact financial aid to determine what impact deceleration will have on their financial resources and obligations.

LEAVE OF ABSENCE

If a student has been making satisfactory academic/professional progress and has encountered extraordinary circumstances, (e.g., illness), a student may request a leave of absence. The Promotion and Progress Committee must review and approve such a request and may request documentation to support such a leave (such as medical documentation for a medical leave of absence). Students who have not met the academic and or professional standards for progression in the program or are on probation, are NOT eligible for a leave of absence.

A leave of absence might be indicated under circumstances peculiar to a given student. However, the leave of absence shall extend no longer than a single calendar year. A student will normally be readmitted to the Program at the end of his/her leave of absence if the Promotion and Progress Committee, at its discretion, believes the purpose of the leave of absence has been achieved. The Committee may require the student to do preparatory work before reentry after a prolonged leave, or demonstrate current knowledge through examination upon re-entry.

ACADEMIC STANDING

In order to remain in good standing and/or to progress in the curriculum in the Physician Assistant Program, a student must follow the protocol for promotion of physician assistant students, by maintaining a CGPA of 3.0 or higher, and earning grades of 'B-' or better in all core PA courses and a "C" or better in all non-core courses. Beginning fall 2016 semester, all coursework (core and noncore) must have a minimum grade of B- or better for satisfactory academic progression.

University of Detroit Mercy requires that graduate students maintain a minimum CGPA of 3.0. When a student's cumulative GPA falls below 3.0, the student will be placed on Academic Probation by the PA Program and will be notified by email using his/her UDM email address and USPS mail.

The purpose of notification of academic standing is to provide the student with an opportunity to obtain additional support and guidance that will enable the student to improve his/her academic performance and successfully complete the PA Program. It is the responsibility of the student to follow up with his or her assigned advisor and the Student Success Center should the student receive a poor or failing grade in a course.

LETTER OF WARNING**:**

A warning is a written letter to a student for non-acceptable academic or professional progress during the semester (usually at mid-semester). A warning may come from the course instructor or the program director/chair on behalf of the course instructor and its purpose is to make the student aware of impending academic jeopardy. Warnings are reported to the Promotion and Progress Committee and program director/chair for

informational purposes. They become a part of the student file only if further action becomes necessary and are removed, upon graduation, if the student achieves academic success.

PROBATION:

A student may be retained in the UDM PA program on probation. In this case, certain conditions must be satisfied in order to register for a following semester or graduate from the program. An *Academic Probation Requirements* form will be provided to a student on probation. This document will outline the timeline and conditions to be satisfied for the student to be removed from probation. Conditions of probation may include any of the above described conditional promotion or other decisions of the Promotion and Progress Committee and/or may include conditions specific to a particular student situation.

SUSPENSION:

Suspension is defined as an involuntary, temporary separation from the University of Detroit Mercy for a definite period of time. Suspension may include a requirement that the student obtain medical/psychiatric consultation and treatment or be subject to other appropriate requirements. This action will appear on the student's transcript. (See UDM Student Handbook for a complete description).

RESIGNATION/WITHDRAWAL:

The intention of this option, to be used in situations when the Promotion and Progress Committee judges that the student deserves special consideration even though dismissal is in order, is to provide the student with a less onerous notation in the student's record than a dismissal. (Thus, for example, the record might be more acceptable for pursuing a different career). If the student does not act on this option, the student will be dismissed and the student's record will so indicate. This option applies only to situations of dismissal for academic reasons, and does not apply to situations of dismissal for professional misconduct.

NOTE: Certain time constraints, outlined in the schedule of classes published by the University apply to students requesting a withdrawal on their transcript.

DISMISSAL:

A student may be dismissed for academic reasons including any of the following:

- One or more failures in any one term. (a grade of less than "B-" in all courses in the PA curriculum)
- Failure to maintain a cumulative quality point average of at least 3.0
- Failure to meet the conditions of a Promotion and Progress Committee decision or terms of a remediation agreement.

Students may be dismissed from the program for certain professional and ethical misconduct without Promotion and Progress Committee review as detailed in the Professional Decorum, Professional Standards and Professional Ethics policies.

When a student is dismissed for academic reasons from the Physician Assistant Program, his/her transcript will indicate; "Academic Dismissal".

If a student has not achieved a B- or better in any course in the PA curriculum, the Promotion and Progress Committee may choose to offer the student an alternative to dismissal. This alternative may include probation in addition to any of the following remedial measures:

- Repeating courses student was unsuccessful in
- Repeating courses that the student successfully completed
- deceleration

COURSE GRADE ADJUSTMENT

Refer to the College of Health Professions policy on academic appeals policy and procedure at the following link: http://www.udmercy.edu/catalog/graduate2015-2016/colleges/chp/CHPAppealsPolicyAY2015-16.pdf

PROFESSIONAL CONDUCT POLICY AND PROCEDURES

The PA PROGRAM has established standards for determining the professional and ethical fitness of students. All students enrolled in this program are expected to adhere to a standard of behavior consistent with the high standards of their new profession. Compliance with all institutional rules and regulations, city, state and federal law is expected.

Student conduct evaluations include the following considerations:

Concern for the welfare of patients (real or mock), faculty, staff & peers as evidenced by: a thoughtful and professional attitude manifesting concern for the total person; avoidance of offensive language, offensive gestures, inappropriate remarks, or remarks with sexual overtones; treatment of patients, peers, staff and faculty with respect and dignity both in their presence and in discussions with others.

Concern for the rights of others, shown by: dealing with class peers, professional and staff personnel, and with all other members of the health team in a considerate manner and with a spirit of cooperation; acting with an egalitarian spirit towards all persons encountered in a classroom setting or a professional capacity regardless of race, religion, gender, sexual orientation or disability.

Responsibility to duty, which involves: effectively undertaking duties with alacrity and persevering until complete, or notifying responsible persons of problems; punctual attendance at classes, labs, rounds, conferences and clinical duties, or offering appropriate explanation when unable to be present; notifying course directors and supervising house officers of absence or inability to carry out duties; seeing patients regularly and assuming responsibility for their care with appropriate supervision; identifying emergencies and responding appropriately; insuring that he/she can be located when on duty by faculty or staff personnel; dependability; and assuming an appropriate and equitable share of duties among peers.

Teachability: Which means accepting teaching, guidance and feedback, the ability to discern one's own strengths and weaknesses and taking steps to correct shortcomings; acknowledging limitations; the ability to work with others and the ability to work with authority.

Trustworthiness, that is: being truthful, ethical and intellectually honest in communication with others; acceptance of responsibility for meeting multiple demands by establishing proper priorities and by completing work; discerning accurately when supervision or advice is needed before acting; and maintaining confidentiality of information concerning patients.

Professional demeanor, which means: neat and clean appearance in attire that is acceptable as professional to the patient population; maintaining equilibrium under pressures of fatigue, professional stress, or personal problems; avoidance of the effects of alcohol or of drugs while on duty or while attending class.

It is not possible to enumerate all forms of inappropriate behavior which would raise serious questions concerning a student's status as a health professional in training. The following, however, are examples of behavior which would constitute a violation of professional standards:

Harassment, harm, abuse, damage, or theft to or of any person or property including copying of copy write materials or plagiarism and copying software on the University of Detroit Mercy grounds or property owned by any hospital/clinic, affiliated institution/organization, or individual to which the student may be assigned.

Entering or using the University of Detroit Mercy or affiliated hospital/clinic facilities without authorization or disrupting teaching, research, administrative, or student functions of the University.

Conviction of a felony.

Participating in academic or clinical endeavors of the University of Detroit Mercy or its affiliated institutions while under the influence of alcohol, a controlled substance, or illicit drugs. Unlawful use, possession, or distribution of illegal drugs and alcohol.

Placing a patient in needless jeopardy or unethical disclosure of privileged information.

Behavior or grooming which elicits a lack of respect and confidence from a patient, faculty, and colleagues.

Abusive, disrespectful or sexually inappropriate conduct (verbal, written or electronically communicated) toward or about members of the faculty, preceptors, administrative or professional staff, employees, students, patients, or visitors to the University of Detroit Mercy and/or its affiliated institutions.

Cheating on exams or assignments.

Fabrication of research results, transmission of false information to faculty, staff, administration, University officials, preceptors, or clinical site personnel, falsifying or inappropriately altering medical, research, or academic records or documents, forgery of another person’s signature or alteration of a medical record, test, or document.

Violation of any other established rules and regulations of the University of Detroit Mercy, hospital, or any affiliated institution (as used in the above examples). The University of Detroit Mercy premises and property shall include the premises and property of any affiliated institution where University of Detroit Mercy students pursue activities for academic credit.

PROFESSIONAL DECORUM POLICY

The Physician Assistant student is a representative of the Physician Assistant profession. The maintenance of a professional appearance and demeanor facilitates the acceptance of the profession and the individual by patients and other health professionals. It is expected that students will assume responsibility for observing the following guidelines on professional attire and demeanor.

While attending classes or laboratory sessions on the University of Detroit Mercy campus, students' dress should be "business appropriate" or per course syllabus.

At varying times, students will be assigned clinical duties and responsibilities at Program affiliated hospitals, offices and clinics. These clinical training opportunities represent a privilege extended to the PA Program. Students are reminded of their responsibility to dress and act in compliance with the guidelines of the institution where the experience is conducted. Students will assume the dress code of the clinical site and it is the student's responsibility to determine the specific guidelines in each situation. In most cases, professional attire should be observed whenever students are on hospital or institutional sites. This includes visits to study in the hospital library and for examinations or meetings held in a clinical facility. Jeans, sweat pants and shirts, sandals and casual accessories are not considered appropriate in these settings.
While participating in any clinical Program activity outside of the University of Detroit Mercy campus, students should present a professional appearance. Short white "trainee" or "medical student" jackets with the Program identification/name tag **MUST** be worn at all clinical training sites. The hospital or institution issued identification badge must also be worn at all times while on those sites.
ALL PHYSICIAN ASSISTANT TRAINEES MUST BE CLEARLY AND CONTINUOUSLY IDENTIFIED AS PHYSICIAN ASSISTANT STUDENTS DURING CLINICAL EXPERIENCES.
No other credentials will be displayed on the student I.D. badge.

Perfumes, musk, colognes or aftershave should not be worn in patient areas due to respiratory sensitivity and reactive airway disorders.

GUIDELINES FOR CLINICAL CONDUCT

As the Program offers new clinical challenges, the developing professional bears the responsibility of representing the profession to patients, the public, and other members of the health care team. The following guidelines should be observed in representing the Physician Assistant profession:

Consistently demonstrate your concern for the welfare of the patient. Be thoughtful and professional when obtaining the history and performing the physical exam. Treat patients with respect and dignity, both in your interactions with them, and in your patient related discussions with other professionals. Demonstrate your concern not only for the medical problem but for the total patient.

Conscientiously respect the rights of your colleagues. Characterize all of your professional encounters with cooperation, consideration and respect for authority. Strive to assume an appropriate and equitable share of patient care duties.

Approach your responsibilities with dedication. Be truthful in all professional communications. When meeting multiple demands, establish patient-centered priorities to guide you in completion of such work.

CONFIDENTIALITY OF MEDICAL RECORD & HEALTH HISTORY INFORMATION:

All data gathered about the patient and his/her illness, including all items within a patient's medical history is privileged information.

1. Students should not discuss or present a patient's records in a manner or situation which would violate the confidential nature of that record.

2. Charts or contents, e.g., lab reports, etc., are not to be removed from the hospital or clinical setting.

The Health Insurance Portability and Accountability Act (HIPAA) of 1996 mandates Federal privacy protection for individually identifiable health information. Standards have been set for health care providers who transmit health care transactions electronically. While in Clinical Practice, most of the health care providers you will come in contact with will be under the HIPAA guidelines and requirements. In your studies, and during your clinical practice, you need to be aware of these requirements, and additionally, the health care provider will often train you on their HIPAA policies and practices.

Some of the pertinent requirements of HIPAA are:

- Notifying patients about their privacy rights and how their information is used.
- Adopting and implementing privacy procedures for the practice or hospital.
- Training employees so that they understand the policies.
- Designating an individual as a Privacy Officer, who is responsible for seeing that the privacy procedures are followed.
- Securing patient records containing individually identifiable health information so that they are not readily available to those that do not need them.

While participating in clinical practice, you will be expected to comply with HIPAA requirements, and you need to conduct yourself in the following manner during any clinical experience:

- Use safeguards to prevent the use or disclosure of PHI (Protected Health Information) other than for your direct performance of services.
- Notify your supervisor or faculty member of any use or disclosure of PHI that is contrary to your service and its purposes.
- Ensure that fellow students do the same.
- Cooperate and abide by with the training, policies and procedures of the health care provider.

PATIENT RECORDS; PHYSICIAN REVIEW AND COUNTERSIGNATURE:

On each clinical rotation, it is the student's responsibility to insure that ALL patients seen by the student are also seen by the supervising clinician. The supervisor should also review all student notes written in medical records and countersign these documents. Documentation and access to patient records is at the discretion of the clinical site. Students must abide by the clinical site’s protocol regarding this access.

Countersignature by a licensed medical supervisor is required before any trainee order may be executed. Under no circumstances should a student initiate orders for any patient on any rotation without immediate consultation and countersignature of the clinical supervisor.

In addition, under no circumstances should a student sign prescriptions. The only signature which should appear on a prescription is that of the clinical supervisor.

These guidelines must be strictly adhered to for the student's protection and the protection of the patients seen by students.

TITLE IDENTIFICATION/REPRESENTATION:

Role and title confusion are common problems encountered in dealing with patients, e.g., some patients identify all those wearing white coats as physicians. Students should be aware of this problem and avoid misrepresentation by politely explaining their role and position.

l. In professional interactions with patients and others, a student should introduce himself or herself as a "physician assistant student" using the title of Mr. or Miss, Mrs., or Ms.

2. Students should use the designation, *PA-S*, following all notations in charts, records, and other medical forms.

For Example: ***"Mary Jones, PA-S"***

3. In all professional communications, including paging or beepers, a student should introduce him/herself as a Physician Assistant student. No student should casually accept the "page" of doctor.

Students may be subject to sanctions within the Program for failure to observe the clinical guidelines. See policy on professional practice and ethical behavior.

PRACTICE AND PROFESSIONAL ETHICS

The program expects students to adopt and observe the Code of Ethics which guides your new profession. Violations of this ethical conduct standard will be regarded as professional misconduct and be subject to review as such.
(See also, AAPA, Guidelines for Ethical Conduct for the Physician Assistant Profession, 2013. https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf)

Code of Ethics of the Physician Assistant Profession

The American Academy of Physician Assistants recognizes its responsibility to aid the profession in maintaining high standards in the provision of quality and accessible health care services. The following principles delineate the standards governing the conduct of physician assistants in their professional interactions with patients, colleagues, other health professionals and the general public. Realizing that no code can encompass all ethical responsibilities of the physician assistant, this enumeration of obligations in the Code of Ethics is not comprehensive and does not constitute a denial of the existence of other obligations, equally imperative, though not specifically mentioned.

Physician Assistants shall be committed to providing competent medical care, assuming as their primary responsibility the health, safety, welfare and dignity of all humans.

Physician Assistants shall extend to each patient the full measure of their ability as dedicated, empathetic health care providers and shall assume responsibility for the skillful and proficient transactions of their professional duties.

Physician Assistants shall deliver needed health care services to health consumers without regard to sex, age, race, creed, socio-economic and political status.

Physician Assistants shall adhere to all state and federal laws governing informed consent concerning the patient's health care.

Physician Assistants shall seek consultation with their supervising physician, other health providers, or qualified professionals having special skills, knowledge or experience whenever the welfare of the patient will be safe-guarded or advanced by such consultation. Supervision should include ongoing communication between the physician and the physician assistant regarding the care of all patients.

Physician Assistants shall take personal responsibility for being familiar with and adhering to all federal/state laws applicable to the practice of their profession.

Physician Assistants shall provide only those services for which they are qualified via education and/or experiences and by pertinent legal regulatory process.

Physician Assistants shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services.

Physician Assistants shall uphold the doctrine of confidentiality regarding privilege patient information, unless required to release such information by law or such information becomes necessary to protect the welfare of the patient or the community.

Physician Assistants shall strive to maintain and increase the quality of individual health care service through individual study and continuing education.

DISCIPLINARY SANCTIONS FOR VIOLATIONS OF PROFESSIONALISM

Students who fail to meet the standards specified in the Program policy on attendance, professional decorum, clinical conduct or professional ethics are subject to sanctions including, but are not limited to, warning, reprimand, probation and dismissal. The Physician Assistant Promotion and Progress Committee is the determining authority for PA student misconduct of warning, reprimand or probation for professional misconduct violations. The Office of the Dean of the College of Health Professions will adjudicate all matters involving dismissal for professional misconduct

WARNING:

A warning is verbal or written to a student for misconduct that is found to be an isolated, promptly correctable, and does not violate specific Program, University policy or jurisdictional law. A warning may be issued by any faculty member, adjunct instructor, or any representative of the University of Detroit Mercy. Warnings are reported to the Promotion and Progress Committee and Program Director/Chair for informational purposes. Temporary entry is made into the student record and made permanent if further action is required. Warning letter(s) is/are removed upon successful completion of education.

REPRIMAND:
A reprimand is a written letter to a student for misconduct that is found to be more serious than the above, but is still felt to be isolated, promptly correctable, and does not violate specific Program, University policy or jurisdictional law. Reprimand may be issued by any faculty member or administrator of the University of Detroit Mercy. Reprimands are reported to the Promotion and Progress Committee and the Dean of the College for informational purposes. A copy is placed in the student's record.

PROBATION:
In a more serious breach of professional standards, a student may be placed on disciplinary probation. Provisions included in probation will be decided by the Promotion and Progress Committee of the PA Program. Such provisions may include a requirement that the student obtain medical (including psychiatric) consultation and treatment or other requirements that will remedy the misconduct and prevent its recurrence. The duration and condition of any probation will be determined on an individual basis by the Program Director/Chair in consultation with the Committee.

CONSULTATION:
When medical or psychiatric consultation is required or recommended, the Promotion Committee will respect patient/provider confidentiality. However, documentation of enrollment and/or successful completion may be required by the Committee as a condition for reinstatement.

Students may be allowed to continue classes while on probation, but may not be allowed to continue patient care or other activities in a clinical rotation. Repeated professional probation can result in dismissal as described below.

DISMISSAL:
Dismissal is a permanent separation from the University. Dismissal may be invoked by the PA Promotion and Progress Committee, and mediated by the Dean's office. Dismissal may be imposed with or without the right to reapply for admission to University of Detroit Mercy at a later date. A student may be immediately dismissed for a serious breach of conduct, regardless of success or failure academically. Students may also be dismissed after two (2) successive or three (3) aggregate terms on professional probation.

APPEAL OF A PROMOTION AND PROGRESS COMMITTEE DECISION:

Refer to the College of Health Professions academic appeals policy and procedure at the following link: https://healthprofessions.udmercy.edu/_files/pdf/Appeals_Policy_CHP.pdf

Composition of the Appeal Committee: The program chair will appoint an Appeal Committee as a sub-committee of the Promotion and Progress Committee and designate the chairperson. The Committee shall consist of: PA faculty members (1-2), the public member of the promotion and progress committee, the medical director and one CHP faculty member who is not a PA. Any person selected for the Committee may decline to participate due to perceived or real conflict of interest in the proceedings. A simple majority of the invited members of the Committee will constitute a quorum. Decisions must be approved by a majority of the members in attendance.

CLASS ATTENDANCE DURING APPEAL

Registered students who decide to appeal decisions of the Promotion and Progress Committee on academic matters may continue attending classes and laboratories during the process but will be held to published deadlines for withdrawal from classes. Tuition will be assessed according to university policy as published regardless of appeal outcome. Clinical year students may be suspended from patient care while the appeal is being considered. Students appealing decisions stemming from professional decorum or ethical issues may be suspended from patient care or classes while the appeal is being considered.

POLICIES OF THE PHYSICIAN ASSISTANT PROGRAM

EMPLOYMENT POLICY

Students enrolled in the Physician Assistant Program are not excused from program classes or clinical obligations because of full or part-time outside employment. When continuation of employment is essential, students should enroll in the 3-year track of studies. Students are expected to balance their commitments to give priority to and fulfill all educational responsibilities. Students in the clinical year of training are not eligible for deceleration or employment.

The Michigan Public Health Code clearly states the qualifications and conditions of Physician Assistant practice. Physician Assistant students may not render services nor use the title "physician assistant student" for compensation. No physician assistant student may practice or train in any site not sanctioned by the University or school in which they are enrolled.

POLICY ON MEDICAL MALPRACTICE INSURANCE

Students in the University of Detroit Mercy Physician Assistant Program are covered under the institutional policy for medical liability associated with training activities during the didactic and clinical portions of the program. Students may be charged a fee for this liability coverage. Students who are not registered each semester in the PA program and are not assigned to a particular clinical site are NOT covered by the student liability policy.

The liability policy will not cover the student in activities not directly sanctioned and supervised by the Program. The policy will not cover students who are on leave or otherwise not enrolled. The policy will not cover the student in any employment setting.

CPR REQUIREMENTS

Approved 10/06

In light of the recommendations made by AHA and other public health organizations that all citizens, especially those in the health care industry should be certified in Basic Life Support, the University of Detroit Mercy Physician Assistant Program requires that all PA students be certified prior to start of clinical rotations. Certification or re-certification will not be part of a course, but will be a stand-alone session to be scheduled at the student's expense.

Prior to the start of clinical rotations, all students are required to present evidence of current certification for cardiopulmonary resuscitation (CPR), Healthcare Provider Course. The certification card must indicate you completed the **Healthcare Provider Course**. If the American Red Cross issues the card, it must indicate you completed the CPR for the **Professional Rescuer**. **CPR certification must be current for the entire year in which the student is on clinical rotation.**

CPR courses are available through several agencies, including the American Red Cross and The American Heart Association. In addition, some local hospitals may permit students to enroll in the CPR classes offered through their staff development departments. The PA program may contract with an agency to provide the course on campus during the summer prior to start of clinical rotations if enough students require the course. Certification either on campus or through another provider is at the expense of the student.

Students must provide a copy of their certification to their advisor by **August 1** the summer prior to clinical rotations. Students who are not certified will not be scheduled for clinical rotations. Students will be required to keep their original certification card and provide only a copy to their advisor prior to clinical rotations. The PA program will not replace lost certification cards. Students who require additional proof of certification must contact the issuing agency for replacement certification. This will be at the expense of the student.

STUDENT HEALTH POLICY

Approved 2015

Refer to the following link:
http://healthprofessions.udmercy.edu/about/pph.php

OSHA

The Program and the University observe and enforce all applicable OSHA standards for blood borne pathogens. The Program offers and requires UDM College of Health Professions annual education regarding these pathogens and the risks of exposure.

The Program utilizes only those clinical training sites which comply with OSHA standards for availability of protective equipment against exposure;

The University reserves the right to limit or curtail a student's clinical opportunities in the event that proof of completion of the annual education on blood borne pathogens is not available, and required records of student's heath are not submitted and/or maintained.

From: The Centers for Disease Control and Prevention, March 2007. Healthcare Personnel Vaccination Recommendations. http://www.immunize.org/catg.d/p2017.pdf

Health insurance coverage and Health Services

PA students are required to have health insurance while attending the PA program. Information regarding student health insurance is available through the University Student Health Center, 313-993-1185 or online at www.udmercy.edu/healthcenter/insurance/index.htm.

Health care services are not available to students through the Program clinical sites. Limited services are available through the Student Health Service. The University of Detroit Mercy reserves the right to modify a student's clinical experience as required by individual clinical sites based upon health insurance status.

Special needs

Students with needs for special assistance due to physical or other disabilities, on either a temporary or long term basis, should contact the office of University Academic Services/Disability Support Services Office at 313-578-0310. See also *The Americans with Disability Act* section below.

Personal Counseling:

Confidential personal counseling is available free to all UDM students. More information can be found at http://www.udmercy.edu/slo/intra_wellness/counseling/.

EDUCATIONAL RIGHTS AND PRIVACY ACT

Under the Family Rights and Privacy Act, a federal law established in l974, confidentiality of student education records must be maintained.

At the University of Detroit Mercy, the Registrar coordinates the inspection and review procedures for student education records which include admissions, personal, academic, and financial files as well as cooperative education and placement records.

No one outside the institution shall have access to information in a student's education records without the written consent of the student. Exception will be granted in special circumstances to officials of other institutions in which students seek to enroll, persons or organizations providing students financial aid, accrediting agencies carrying out their accreditation function, persons in compliance with a judicial order, and persons in an emergency in order to protect the health and safety of students or other persons.

Students may review their education records by making written requests to the Registrar.

Students may not inspect financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement or honors to which they have waived their rights of inspection. Students may not have access to education records containing information about more than one student. The University is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January l, l975.

A copy of detailed University policies and regulations related to the Privacy Act is available in the Registrar's Office.

Program faculty will request a signed student release to provide information or recommendations to scholarship granting agencies or potential employers.

RELEASE OF STUDENT RECORDS:

No one outside of the institution may have access to student's educational records without written consent of the student. Exceptions are described in the Graduate catalog. The university may disclose public or "directory information". Students may request to have their directory information withheld. See the Graduate catalog for full disclosure.

AMERICANS WITH DISABILITY ACT

The Americans with Disability Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1974 prohibit educational institutions from discriminating on the basis of disability. Generally, an educational institution may not exclude an otherwise qualified student with a disability from any part of its program of services. To qualify for a postsecondary educational program, however, an individual with a disability must be capable of fulfilling the essential functions or requirements of the program, (see PA Program Technical Standards) with or without the provision of reasonable accommodations.
The UDM does not discriminate on the basis of handicap in admission or access to, or treatment or employment in its programs and activities. Students who have health, mobility or learning needs which require special arrangements are referred to the Student Success Center. Students should contact
ADA officer: Emilie Gallegos Wetherington, UDM Section 504 Coordinator, McNichols Campus, 3rd Floor, McNichols Library (313) 578-0310, gallegem@udmercy.edu

The Office of Disability Support Services arranges accommodations, adjustments and special equipment for students with all types of disabilities. Based upon a student's disability and needs, services could include:

- Advocacy
- Alternative arrangements for tests (i.e., extended time, use of a computer, distraction-free environment)
- Assistance with physically getting around campus
- Assistance with registration
- Counseling
- Help with study skills
- Note takers
- Physical Assistance in library
- Readers/recorded books
- Referral to appropriate services
- Sign language interpreters
- Special equipment
- Taped lectures
- Tutoring
- Program Deceleration
- Other Services

A copy of the ADA and University procedure regarding students with disabilities can be found in the College Dean's Office. POLICY ON STUDENT PROFESSIONAL ACTIVITIES

The Physician Assistant Program encourages its students to participate in the professional activities of their new profession. The Program provides opportunities for students to attend professional meetings and workshops sponsored by local, state and national physician assistant organizations.

Students are expected to actively participate in the endeavors and leadership of the William Beaumont Society chapter of the AAPA Student Academy (SAAAPA) as well as those of the Michigan Academy of Physician Assistants.

The Program will make every effort to accommodate reasonable schedule revisions needed for student representatives in these professional pursuits.

As representatives of the University of Detroit Mercy Physician Assistant Program, all students attending professional meetings and workshops are expected to participate fully in the educational and leadership components of the conference agenda.

UNIVERSITY POLICIES

The student handbook is available online at www.udmercy.edu. It is listed under the "Student Life" link. Information there includes but is not limited to:

Student Code of Conduct
Student Guide to IT Services
Conduct and Grievance procedures
Alcohol and Other Drugs policy
Non-discrimination policies
Children in the classroom policy
Confidentiality
HIV and AIDS policy
Sexual assault information
Student organization policies
Email policy

The handbook also includes information on University services including food service, public safety, academic and personal counseling resources and academic schedules.

The University Sexual Harassment Policy can be found on the Human Resources web site at

http://www.udmercy.edu/hr/current-employees/sexual-harassment/

The University Social Media Policy can be found at:
http://www.udmercy.edu/governance/proposals/adopted-proposals/pdf/UDM_Social_media_policy_May%202012.pdf

In the event of an incident, all students must complete an incident report and submit it to Public Safety. The incident report can be found at: http://www.udmercy.edu/life/public-safety/reporting/index.php

FINANCIAL AID RESOURCES

Physician Assistant education today is expensive but is an excellent investment. Financial assistance for the PA student is available but it remains the student's responsibility to find it and apply for it. Since student eligibility for financial aid is determined by individual circumstances, each student is urged to visit the Financial Aid office for assessment of financial status. Information on various grants, loans and other assistance is also available. Many financial assistance programs require students apply only through the financial aid office.

When applying for financial aid, the student must consider all educational expenses including basic living costs. Be sure to include, in addition to tuition, medical insurance, room and board, books, medical equipment, personal expenses, professional dues and transportation.

PA student financial aid information is published by the Student Academy of the AAPA (SAAAPA). Students should keep in mind that individual "tuition-for future-work" arrangements are another source of funding assistance which many students have taken advantage of in the past.

Students must apply for financial assistance annually and eligibility may change from year to year. Remember, any significant changes in expenses or income should be brought to the attention of the financial aid office at the time it occurs as it may affect your current financial aid status.

SAAAPA FINANCIAL AID INFORMATION: https://www.aapa.org/about/aapa-governance-leadership/student-academy/

UNIVERSITY FINANCIAL AID OFFICE

http://www.udmercy.edu/apply/financial-aid/index.htm

(313) 993-3350,
Financial Aid Office-McNichols Campus – Fisher Administration Building

PHYSICIAN ASSISTANT PROGRAM
HISTORICAL BACKGROUND

The Physician Assistant program began in 1972 at Mercy College of Detroit as an expression of the mission of both the College and the sponsoring body, the Religious Sisters of Mercy. Both organizations have a commitment to service as the central theme of their missions. This was tangibly addressed with the establishment of the Physician Assistant Program in response to the need for health care professionals to serve in areas with limited access to health providers and services.

Given the proximity to the many other resources in metropolitan Detroit, Mercy College was uniquely situated to implement and sustain a training program such as that necessary for the education of physician assistants. In addition to the educational resources of the College, Mount Carmel Mercy Hospital, located two miles from the college, provided a wealth of clinical resources. This hospital was a major teaching center with a strong commitment to serving inner city residents of Detroit. Growing out of this strong affiliation with Mount Carmel Mercy Hospital, many other clinical facilities and experiences evolved to address the health service needs of inner city and other medically underserved groups. The range of clinical facilities and experiences now available to the program represents a dynamic cross-section of health care delivery in the United States. These facilities encompass all aspects of care and clientele.
Beginning in the 1991-1992 academic year, Mercy College of Detroit synergistically joined forces with the University of Detroit. The new University of Detroit Mercy is an independent Catholic institution of higher learning whose mission includes compassionate service to persons in need, the service of faith and the promotion of justice and, a commitment to quality education.

Within the Physician Assistant Program, policy is formulated by a team consisting of the Program Director/Chairperson, Medical Director and core faculty. Operational management falls to the Program Director/Chair. Operational activities and specific course responsibilities are delegated to and shared by the core faculty. Secretarial support completes the staffing pattern. The Program is designed to accommodate 40 to 45 students per class and typically has some 100 students in process at any one time.

In response to the constantly evolving roles in which Physician Assistants are employed, the University of Detroit Mercy Physician Assistant Program offers a Master's level curriculum for the Physician Assistant training program. Beginning with the class entering in September of 1991, the Program awards the Master of Science degree to successful graduates. The earlier Baccalaureate program was phased out in August 1994. Additionally, the program offers a master's completion degree program in administrative leadership for PAs who have completed the entry level PA education and, since 2006, a 5 year Bachelors/Masters degree entry level program for college freshmen.

Other factors which characterize the program include: accreditation by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA); membership in the Physician Assistant Education Association; sponsorship of a student chapter of the American Academy of Physician Assistants; and a continued commitment to preparing well-rounded, capable and responsible practitioners.

A BRIEF HISTORY AND DESCRIPTION OF THE PHYSICIAN ASSISTANT PROFESSION

In the early l960's an increasing concern with improved access to quality medical care for the medically underserved began to evolve. Dr. Eugene Stead of Duke University was one of the first to envision the use of assistants to the physician to meet the need for improved quality and

access. Under his direction, Duke became the first academic center to undertake the training of Physician Assistants. Since then the philosophy has gained wider acceptance and programs to prepare mid-level health practitioners have multiplied. The federal government has played an important role in the development and expansion of the PA concept by providing both start-up funds and continued financial support.

Originally limited to former military personnel, the training programs now draw on a large pool of applicants from a wide variety of health-related backgrounds.

In December, 1971, the House of Delegates of the AMA adopted "Essentials for an Educational Program for the Assistant to the Primary Care Physician" establishing specific standards for the education of Physician Assistants and providing a mechanism for review and survey visits. The accreditation process is currently under the supervision of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) composed of representatives from various medical and educational organizations. The University of Detroit Mercy is one of the 6 accredited programs in Michigan. Currently, there are over 200 programs accredited by ARC-PA.

State support for the Physician Assistant concept in Michigan was formalized in l972 when Public Act 312 established an Advisory Commission to set standards for educational programs. Subsequent legislative action was taken to regulate the employment of PAs and to amend both the medical and osteopathic practice acts to conform to these regulations. The PA Task Force, in conjunction with the Michigan Department of Community Health, licenses PAs and oversees their activities within the state.

The American Academy of Physician Assistant defines the Physician Assistant as the following.

Physician Assistants are health professionals. They are licensed to practice medicine with physician supervision. PA's are qualified by graduation from the accredited educational program and/or certification by the National Commission on Certification of Physician Assistants. Within the physician/ PA relationship, PA's exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. The clinical role of the PA includes primary and specialty care in medical and surgical practice settings in rural and urban areas. PA practice is centered on patient care and may include education, research and administrative duties.

The role of the Physician Assistant demands intelligence, sound judgment, personal integrity, the ability to relate with people and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and commitment to the patient's welfare are essential attributes.

The specific tasks performed by individual Physician Assistants cannot be delineated precisely because of the variations in practice requirements mandated by geographic, political, economic

and social factors. At a minimum, however, Physician Assistants are educated in areas of basic medical science and clinical disciplines. Exposure to family medicine, internal medicine, pediatrics, gynecology and surgery, and to the concepts of behavioral medicine and psychiatry, pharmacotherapeutics, health maintenance, and ambulatory, emergency and long term care provides the breadth of educational preparation needed to function as a Physician Assistant. In 2006 four key PA organizations, the American Academy of Physician Assistants, the Accreditation Review Commission on Education for the Physician Assistant, the National Commission on Certification of Physician Assistants and the Physician Assistant Education Association collaborated to produce the Competencies for the Physician Assistant Profession. This document identifies six major areas for clinically practicing PAs: medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement and systems based practice.

Services performed by Physician Assistants include but are not limited to the following:

EVALUATION: Initially approaching a patient of any age group in any setting to elicit a detailed and accurate history, perform an appropriate physical examination, delineate problems, and record and present the data.

MONITORING: Assisting the physician in conduction rounds in acute and long-term inpatient care settings, developing and implementing patient management plans, recording progress notes and assisting in the provision of continuity of care in office-based and other ambulatory care settings.

DIAGNOSTICS: Performing and or interpreting at least to the point of recognizing deviations from the norm, common laboratory, radiologic, cardiographic, and other routine diagnostic procedures used to identify pathophysiologic processes.

THERAPEUTICS: Performing routine procedures such as injections, immunizations, suturing and wound care, managing simple conditions produced by infection or trauma, assisting in the management of more complex illness and injury, which may include assisting surgeons in the conduct of operations and taking initiative in performing evaluation and therapeutic procedures in response to life-threatening situations.

PATIENT EDUCATION and COUNSELING: Instruction and counseling patients regarding compliance with prescribed therapeutic regiments, normal growth and development, family planning, emotional problems of daily living and health maintenance.

REFERRAL: Facilitating the referral of patients to the community's health and social service agencies when appropriate.

Basic Functions and Responsibilities:
Specifically, Physician Assistants are taught to elicit detailed histories, perform comprehensive physical examinations, request and carry out laboratory and diagnostic procedures, collect and

screen laboratory data, prepare narrative case summaries, and counsel patients as to the regimen prescribed by the physician. Graduates are prepared to assist in the evaluation and management of common health problems, including both acute self-limited problems and chronic illnesses such as hypertension and diabetes. Recognizing the intrinsic relationship between emotional and physical health, the program stresses competence in the exploration of psychosocial concerns. Graduates are expected to have a basic fund of knowledge pertaining to health needs of infants and children, young and middle-aged adults, and geriatric patients. In addition, Physician Assistants can provide patient care services such as application and removal of casts, suturing wounds, changing dressings and monitoring the progress of ill patients.

As members of the health-care team, physician assistants can provide valuable and flexible support for their physicians. They can be used both in office and in hospital settings. They can make home visits and call upon patients in nursing homes. Consequently, proper utilization of PA services can enable the physician's practice to operate in a more efficient and effective manner.

Regulation

Currently all states, have enacted some type of regulatory mechanisms for physician assistants. Although the statutes vary, the mechanism most often proposed or enacted vests authority in the State Board of Medical Examiners, or a similar state agency, to oversee the utilization of physician assistants through an exception to the State Medical Practice Act which recognizes the physician's right to delegate tasks to a trained assistant.

Third Party Reimbursement

The costs and benefits of employing PA's are crucial issues to potential employers, to third party payers, to patients, and to PAs themselves. Cost containment is a major issue on all spheres of living today. For the PA profession, it is critical that health services provided by PAs be of significant value in reversing inflationary trends in the cost of medical care. At the same time, it must be recognized that unless third party reimbursement plans will pay for the services provided by a physician extender, there may be little or no advantage to a physician hiring one.

In February of 1979, the Rural Health Clinic Act was passed by the U.S. Congress which provides direct reimbursement for services performed by a physician extender in specific health clinics in medically underserved areas. This reinforces the government's intention that PAs and other extenders should be aimed specifically at such underserved areas for the provision of primary care.

The Omnibus Budget Reconciliation Act of 1986 incorporated language on Medicare Reimbursement for Physician Assistant services. Effective January l, 1998, PAs are reimbursed at 85% of the physician fee when treating Medicare patients for services provided in the office or clinic. When following guidelines for “incident” to provision, services are covered at 100% of the fee scheduled.

National Certification and Continuing Education

The first National Certifying Examination for Primary Care Physician Assistants was given in December, l973. The examination was developed by the National Board of Medical Examiners and by a liaison committee of the American Medical Association. A national commission was formed to evaluate the results of the examination and to decide matters of eligibility. To be eligible to take the examination, candidates must have graduated from an approved educational program. The National Commission for Certification of Physician Assistants is the only credentialing organization for physician assistants in the United States. Established as a not-for-profit organization in 1975, NCCPA is dedicated to assuring the public that certified physician assistants meet established standards of knowledge and clinical skills upon entry into practice and throughout their careers. Every U.S. state, the District of Columbia and the U.S. territories have decided to rely on NCCPA certification as one of the criteria for licensure or regulation of physician assistants. Approximately 95,000 physician assistants have been certified by NCCPA. To ensure continued competency, all certified PA's are required to obtain at least l00 hours of continuing medical education (CME) every two years to qualify for re-issuance or new certificates. Recertification is granted every ten years based upon successful completion of PANRE

http://www.nccpa.net/

Professional Organizations

The William Beaumont Society is the University of Detroit Mercy chapter of the Student Association of the American Academy of Physician Assistants (SAAAPA); participation in the group is on a voluntary basis. There are student societies in most Physician Assistant educational programs. The aims of the Society are the promotion of scholarship, service and the encouragement of high standards of conduct among students. The Society selects student representatives to attend the American Academy's Annual Conference. The American Academy of Physician Assistants (AAPA) was created and chartered in April of l968 by Duke University Physician Assistants. Its role is to serve as the voice of the physician assistant and as a vehicle for developing national awareness, maintain high standards for accreditation and certification, provide continuing education and other benefits to the membership, and representing the interests of PAs to Congress, federal agencies and other health related organizations. In the years since l968, the AAPA has grown steadily to its present size of more than 30,000 members. The first meeting of the Academy's House of Delegates was held in March, l977 in conjunction with the Fifth Annual Conference on new Health Practitioners cosponsored with the Association of Physician Assistant Programs (APAP).

Constituent chapters represent the interest of PAs in all 50 states, the District of Columbia, Guam, the Veterans Affairs, the Public Health Service, the Army, Navy and Air Force. The Michigan Academy of Physician Assistants (MAPA) serves PAs practicing within this state.

Membership in the both the state and national Academies gives the individual PA a network of resources, information and opportunity. The daily affairs of the Academy are managed by a professional staff with national offices located at 2318 Mill Road

Alexandria, VA 22314 , (703) 836-2272, www.aapa.org.

The Michigan Academy of Physician Assistants is located at
1390 Eisenhower Place, Ann Arbor, Michigan 48108, mapa@michiganpa.org,
Phone 1-877-YES-MAPA, Fax: (734) 677-2407 www.MichiganPA.org

Organized in l972, the Association of Physician Assistant Programs now the Physician Assistant Education Association (PAEA) was formed to unite various types of Physician Assistant educational programs into a national consortium for an exchange of ideas, research, curriculum development and evaluation. The Association has grown to encompass virtually all programs Involved in PA education. http://paeaonline.org/

Publications
Members of the Academy and Association are kept informed of national, state, and local developments through "The PA Professional". The Journal of the American Academy of Physician Assistants serves to improve communication between members of the Academy and as a forum for the exchange of educational, scientific and clinical information. The Physician Assistant Education Association publishes quarterly the "Journal of Physician Assistant Education" and annually the "Physician Assistant Programs Directory" for those interested in learning more about the various educational programs.

There are currently some 3500+ practicing PAs in Michigan. As of 2013, there were over 1,100 University of Detroit Mercy trained Physician Assistants caring for some 2 million patients each year.

Appendix A
Forms

“I” GRADE PETITION

If, for serious reason, a student is unable to finish a required assignment or is unable to take a required examination, the student may petition for an “I” Grade. This petition may be approved or denied by the instructor. **Specific assignments or examinations yet to be completed and the specific plan (including deadlines) for completion, must be listed below.**

Student’s Name _____

ID. No. _____ Student’s College _____

Course Number _____ Term Year _____

Instructor _____

Petition Initiated By: _____ Student _____ Instructor

The following Assignments must be completed in order to remove the grade of “I”:

Student’s Signature _____

Instructor’s Signature (approval) _____Date _____

Copy: Program Director/Chair Student
Advisor Instructor

UNIVERSITY OF DETROIT MERCY
PHYSICIAN ASSISTANT PROGRAM

STUDENT AGREEMENT FORM

WORK WITH FAMILIES AND INDIVIDUALS

I understand that a part of the educational experience of the Program will be to work with families and individuals representing varied cultural, religious, racial and socioeconomic backgrounds, and the assumption of partial responsibility for facilitating appropriate health care. I agree to participate in such educational and service work with families and individuals regardless of the backgrounds of the persons assigned.

CONFIDENTIALITY

I understand that as a student and PA practitioner I should maintain confidentiality and respect patient privacy at all times. Any communication about a patient must be conducted in a manner that maintains patient confidentiality.

RECIPROCAL PEER GROUP PRACTICE

An important part of the learning experience will involve learning from one another. Students will practice interviewing skills with each other, will take part in role playing exercises, and perform physical examinations on each other (respecting each individual's privacy). They will also perform basic procedures such as taking blood specimens, tuberculin tests and electrocardiograms. I understand that a part of the program will require peer group practice and I am willing to participate serving as both "health practitioner" and "patient" as may be indicated.

ONGOING EVALUATION

Evaluation of the University of Detroit Mercy Physician Assistant Program includes ongoing assessment of all facets of the program curriculum, teaching strategies, faculty, students and staff. Additional assessment includes admission prerequisites, student performance of clinical skills and other contacts with patients.

I understand that evaluation of the University of Detroit Mercy Physician Assistant Program will require my active participation in ongoing studies and I am willing to participate, not only during my actual tenure in the program, but also in similar studies of Physician Assistants after graduation.

CONSENT TO PHOTOGRAPH

The University of Detroit Mercy Physician Assistant Program episodically photographs and films physician assistant trainees for educational, fund raising, profession awareness and publicity purposes. The following consent form allows the Program to use your photograph or film appearance for these purposes.

IF YOU REQUEST THAT YOUR PHOTOGRAPH AND OR FILM APPEARANCE NOT BE USED BY THE PROGRAM, CROSS OUT ONLY THIS PORTION OF THIS AGREEMENT.

I hereby give my consent to the University of Detroit Mercy Physician Assistant Program, its offices, employees, agents, licenses, and cooperating entities, to use my name, picture or portrait, and audiotape and/or videotape recordings and sound and/or silent motion pictures of me in any media for editorial, educational, promotional and advertising purposes, for the solicitation of contributions, and for any other purposes in furtherance of the corporate purposes and objectives of the Program and Physician Assistant profession. This consent shall be binding upon my heir, executors, administrators, and/or assigns.

I have read the Program and University policies, understand and agree to comply with them, particularly as they relate to timely registration, validation, professional decorum and completion of assigned academic responsibilities.

_____ _____

(Program Participant-PRINTED) (Date)

_____

(Program Participant-SIGNATURE)

Honor Code

The University of Detroit Mercy, College of Health Professions is an academic community of scholars and learners committed to the traditions of the Sisters of Mercy of the Americas and the Society of Jesus that emphasizes values, respect for others and academic excellence.

I pledge to be responsible for fostering a climate of academic trustworthiness and integrity. I will uphold a Code of Honor which formally recognizes my responsibility to act at a level entrusted to future health care professionals with integrity, competence and personal accountability. As a future health care professional, I will behave in an ethical and honest way at all times.

I recognize that the Honor Code depends upon all members of the community to prevent violations rather than imposing penalties after violation of the Code Therefore I am committed to report any violation of the Honor Code that I may witness.

I, the undersigned, will uphold and support all aspects of the Honor Code in addition to those expectations outlined in other program and university publications. I understand that if I violate the Honor Code, my behavior may result in serious disciplinary action, including dismissal.

Name (print) _____ Date _____

Signature _____

Authorization to Release Student Information

The undersigned grants permission to the University of Detroit Mercy Physician Assistant Program to furnish information and opinions concerning my academic achievement and standing during the course of didactic and clinical education in the Physician Assistant Program at the University of Detroit Mercy. Information covered by this release includes but is not limited to: GPA; summary of clinical rotation evaluation(s); grades in specific modules of the clinical medicine course; summary of academic progress; status of promotion (honors; probation…etc); date of entry and completion; community service projects; professional activity; student society membership/officer; and additional information specified below:

_____

_____

I further grant permission for the faculty to provide information on my general reputation, character, conduct and work quality; and an assessment of my qualifications for employment; whether same is a matter of record or not, including personal evaluation of my honesty, reliability, carefulness and ability to take orders from my superiors. I understand that this may include a record of disciplinary action assessed during my academic career.

This authorization specifically excludes information submitted through the application process. It also excludes:

Information contained in transcripts from other institutions, which may be included In the student's file.

Information in the health and medical records of the student.

I hereby release the University of Detroit Mercy, the Physician Assistant Program, its faculty and agents from any and all liability, which may result in furnishing such information or opinion. I hereby release the organization and any representative from the obligation to provide me with written notification of such disclosure.

This release will expire on the first day of January following graduation or separation from the program unless specifically extended in writing by the student.

_____ _____

Signature Date

_____ _____

Name Printed Student ID #

University of Detroit Mercy
Physician Assistant Program

Academic Probation Requirements

Name: **ID No**

Advisor **Effective dates**:

Academic Situation:

The student named above has been retained in the UDM PA program on probation. These conditions must be satisfied in order to register for the following semester or graduate from the program:

1) The student must bring/maintain his/her cumulative GPA to 3.0 by the end of the current semester.

2) The student must schedule at least _____ meeting(s) with the his/her advisor _____
(date or frequency)

3) The student may not withdraw from a course or take an incomplete in a course without the program director/chair's written permission

4) The student must earn a grade of B- or better in all PA curriculum courses.

5) The student must meet all other academic and professional standards for promotion and progress in the PA program.

6) The following additional conditions apply to this student:

These academic probation requirements may be modified as academic circumstances warrant but only in writing and only with the signature of the Program Director/Chair. Failure to satisfy these requirements may mean dismissal from the program.

_____

I have been presented a copy of these probationary requirements and I accept these conditions of my probation status in the University of Detroit Mercy Physician Assistant Program.

Student Signature_____ Date_____

Advisor Signature_____ Date_____

Program Director/Chair Signature _____Date_____

Copy: student file, advisor, and student
H: probation form 5/05

COLLEGE OF HEALTH PROFESSIONS

Student Hepatitis B Vaccine Declination

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring or transmitting Hepatitis B virus (HBV) infection. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If, in the future, I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I may do so.

Reference: Appendix A, 29 Code of Federal Regulations 1910.1030 Occupational Exposure to Bloodborne Pathogens. Occupational Safety and Health Act.

I, _____, have decided not to receive injections of the
(print name)
Hepatitis B vaccine as required by the University of Detroit Mercy.

Date Signature

G:\Forms\Health forms\Student Hepatitis B Vaccine Declination.doc

University of Detroit Mercy
College of Health Professions

Student Latex Release Form for Students with Identified Latex Allergy.

I understand that due to my clinical activities exposure to latex, I may be at risk of worsening a pre-existing latex sensitivity. I understand that continued exposure may cause my condition to worsen and potentially lead to life threatening symptoms. I understand and I agree to accept full responsibility for my decision to continue clinical activities that may lead to a worsening of my latex sensitivity/allergy and its subsequent results.

Further, I understand that:

- it is my responsibility to be aware of potential exposure to latex in my learning environment and to avoid or minimize such exposure
- it is my responsibility to notify each of my course instructors/clinical faculty or preceptors of my latex sensitivity/allergy in every situation where potential exposure may be present.
- it is my responsibility to follow up with my healthcare provider/allergist for services related to my latex allergy and follow their recommendations
- it is my responsibility to assume any costs related to latex allergy screening and treatment.

I relieve the University of Detroit Mercy, College of Health Professions and it's affiliating clinical agencies of any responsibility related to latex exposure.

_____ _____

Student Signature Date

_____

Parent Signature if Student is under 18 years old

Copy: student, file