

# Creighton UNIVERSITY

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School of Medicine  
Physician Assistant Program

## STUDENT HANDBOOK

Academic Year 2019-2020

2500 California Plaza

Omaha, NE 68178

<https://www.creighton.edu/program/physician-assistant-mpas>

402.280.4531

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## Faculty & Staff

Program Director	Stephane P. VanderMeulen, MPAS, PA-C <i>Program Director</i>
Academic Phase Faculty	Patty J. Scholting, MPAS, MPH, PA-C <i>Director of Curriculum</i>
	Erin J. Hoffman, MPAS, PA-C <i>Chief Academic Director, Director of Admissions</i>
	TBD <i>Faculty</i>
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Clinical Phase Faculty	Cody A. Sasek, MPAS, PA-C <i>Chief Clinical Director</i>
	TBD <i>Clinical/Data Coordinator</i>
Medical Director	Eugene T. Barone, MD <i>Medical Director</i>
Program Administration	Geri M. Horton, BA <i>Program Manager/Admissions Specialist</i>
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Program Contact Information:  
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Omaha, NE 68178  
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Office Hours  
Monday – Friday: 8 a.m.– 4:30 p.m.  
Voicemail is available 24 hours a day

## Message from the Director

Greetings,

As Program Director, I am pleased to offer an enthusiastic welcome to the inaugural class of Physician Assistant (PA) students at Creighton University.

The concept for this program began many years ago, and a dedicated team of experienced faculty and staff have spent the past two years working to develop what we believe will be an exceptional educational experience for you.

This program was built upon the central tenets of excellence and service to humankind. We uphold the Ignatian principles upon which Creighton University was founded and believe your journey through this program will transform you, both personally and professionally.

You are a part of the Creighton PA Class of 2021 and you will forever hold a special place in history. On behalf of the program's faculty and staff, congratulations and let the journey begin!

A handwritten signature in black ink that reads "Stephane P. VanderMeulen". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

*Stephane P. VanderMeulen, MPAS, PA-C  
Associate Professor, Founding Program Director  
Creighton University PA Program*

All program procedures and policies apply to all students enrolled in the Creighton University PA Program. All PA program personnel, including the Program Director, Medical Director, faculty and staff are expected to abide by and apply the policies contained herein equally to all students, regardless of the location at which instruction occurs.

## 1. Mission and Goals

### 1.1. Creighton University Mission

Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate and professional programs. As Catholic, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church. As Jesuit, Creighton participates in the tradition of the Society of Jesus, which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ. As comprehensive, Creighton's education embraces several colleges and professional schools and is directed to the intellectual, social, spiritual, physical and recreational aspects of students' lives and to the promotion of justice. Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, the inalienable worth of each individual and appreciation of ethnic and cultural diversity are core values of Creighton. Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover new knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

### 1.2. Physician Assistant Program Mission

The Creighton University physician assistant program mission is to foster a tradition of excellence by transforming learners into compassionate physician assistants who are dedicated to exemplary patient care. Rooted in our Ignatian heritage, we empower students to realize their full potential through a commitment to professional growth and service to humanity.

### 1.3. Physician Assistant Program Goals

#### **Goal 1: Admit qualified applicants who will successfully complete the physician assistant curriculum.**

Our admissions process selects for qualified applicants who possess the attributes that will prepare them for success in a rigorous physician assistant program. The measures used will include; undergraduate GPA, GRE scores, and number of hours spent in direct patient care and service to others prior to attending PA school. The outcomes used to measure success in this goal will include student academic achievement, attrition data, and PANCE pass rate.

**Goal 2: Support a culture of service to others and to community.**

Consistent with our mission, service to humanity will be emphasized throughout the program. The admissions process will select for applicants who have demonstrated a commitment to service to others. Service activities will be incorporated into the curriculum and students will be encouraged to seek extracurricular service opportunities. Outcomes will be measured by students' service hours acquired prior to PA school, the number of service activities available to students during the program and the average number of service hours completed during the students' time in the program.

**Goal 3: Foster the personal and professional development of students as medical providers.**

A commitment to personal and professional growth is a program priority. Students will participate in a dynamic curriculum that integrates ethical and professional principles throughout, allowing for student growth and a better understanding of one's own biases and beliefs. This process will involve instruction, mentoring and feedback as well as self-reflection activities. Professional behaviors will be evaluated by faculty and clinical preceptors using professionalism evaluations. Feedback and mentoring will be provided on an ongoing basis. Students will be asked to reflect on their professional behaviors and to explore their own personal set of values and beliefs. This goal will be assessed by the rate of students' attainment of 100% satisfactory ratings on the program's professionalism evaluations by the time of graduation and student exit survey data on their perceptions of personal and professional growth during their time in the program.

Goal 4: Deliver a quality educational experience that provides students with the knowledge and skills necessary for entry level practice as physician assistants.

**Goal 4: Deliver an educational experience that provides students with the knowledge and skills necessary for entry level practice as physician assistants.**

Students will participate in an integrated curriculum and a broad array of clinical experiences that will prepare them to enter the workforce in a wide variety of practice settings. Students will develop skills to effectively elicit a complete history and perform differential diagnosis based physical exams. Students will learn to diagnose, develop and implement treatment plans by utilizing critical thinking and medical decision-making skills. In addition, students will learn to communicate effectively to elicit information, provide patient education, and collaborate in interprofessional teams. Students will develop the skills to provide care to patients across the life span and from diverse populations. Students will apply this knowledge in a multitude of practice settings to refine their skills. Success in this goal will be demonstrated by assessing student academic achievement, PANCE pass rate, and measures of knowledge and skills as evaluated on the student exit survey, graduate survey, and employer survey.

**Goal 5: Achieve a first time PANCE pass rate that is above the national average.**

This goal will be measured annually with the NCCPA provided data on program first time pass rate as compared to the national average.

## 2. Management

### 2.1. PA Program

The PA Program is administratively housed in the Creighton University School of Medicine as one of two health profession programs; the Doctor of Medicine Program and the Physician Assistant Program. The PA Program is led by the Program Director, who reports directly to the Dean of Medicine. Faculty and staff of the PA program report to the PA Program Director. All principle faculty of the PA Program have faculty appointments in a Department of the Creighton School of Medicine.

#### 2.1.1. PA Program Office Policies

##### 2.1.1.1. Faculty Office Hours

In addition to teaching, faculty have other administrative, research and clinical responsibilities. Faculty are responsible for publishing regular office hours during which students may visit. Appointments outside office hours can be made by contacting individual faculty members directly. Time spent with faculty should be for counseling, advisement, questions or other concerns related to Program performance. Office hours and means by which students on clinical rotations can contact the PA offices and faculty are outlined in the Clinical Phase Handbook.

##### 2.1.1.2. Official Communication

Email is the official form of communication between administration/faculty/staff and students during both phases of the program. All students will be assigned a Creighton University email address. All PA program communication to students will be directed to CU email accounts. It is the responsibility of students to check their Creighton-issued email account for announcements daily. Students should communicate with the Program, faculty, and staff via email and not through text messages, social media accounts or other means.

##### 2.1.1.3. Faculty as Medical Providers

Faculty members, including the Program Director, principal faculty and the PA Program's Medical Director, are not allowed to serve as health care providers or to give personal/family medical advice to PA students. Please refrain from approaching faculty members with personal medical questions. Similarly, asking guest lecturers or instructional faculty for personal/family medical advice is unprofessional and inappropriate.

### 2.2. Office of Student Affairs

The Office of Student Affairs, directed by the School of Medicine's Associate Dean for Student Affairs, is responsible for overseeing all student services within the school. In addition to the Associate Dean, the Office of Student Affairs includes individuals with duties and responsibilities for student affairs for the PA program. These include: the Assistant Dean for Student Affairs in Phoenix; the Financial Aid Coordinator, and Academic Success Consultants.

Assistant Dean for Student Affairs in Phoenix: The Assistant Dean for Student Affairs for the Phoenix is responsible for the administrative coordination and management of student services in the Phoenix.

Financial Aid Coordinator: The Financial Aid Coordinator is responsible for assisting students with financial aid applications, loan processing, and scholarship information. The coordinator provides debt management counseling, provides financial aid exit interviews for all students, and is responsible for maintaining the financial records for Student Affairs.

Academic Success Consultants: The Academic Success Consultants are responsible for assessing students' academic problems and assisting students with study and test-taking skills. The academic success consultants also oversee the student tutoring, preview/review sessions, supplemental instruction program, and Vital Signs Mentoring Program.

### 3. Technical Standards

The MPAS degree attests to the mastery of general knowledge in all fields requisite for the practice of medicine. The awarding of the MPAS degree signifies that the holder is a person who is prepared for the practice of medicine. Thus, the graduate of Creighton University School of Medicine's PA program must possess the knowledge and skills to function in a wide variety of clinical settings and to render a wide spectrum of patient care.

To acquire the necessary knowledge and skills, PA students must possess certain sensory and motor functions to permit them to carry out activities described below. PA students must be able to integrate all information received by whatever sensory function is employed and to do so consistently, rapidly, and accurately. Furthermore, students must be able to learn, integrate, analyze, and synthesize data.

PA students must demonstrate the ability to tolerate physically challenging workloads and to function effectively under stress. Attending to the needs of patients is at the heart of becoming a PA. Academic and clinical responsibilities of PA students may require their presence during daytime and nighttime hours, any day of the year.

Candidates for the PA degree must have a variety of abilities and skills including: observation; communication; motor; intellectual-conceptual, integrative and quantitative; and attitudinal-behavioral, interpersonal and emotional.

Technological accommodation is available to assist in certain cases of disability and may be permitted in certain areas. However, under all circumstances, students should be able to perform in a reasonably independent manner.

- **Observation:** Students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basic sciences. They must be able to observe a patient accurately at a distance and close at hand. PA students must be capable of viewing and interpreting diagnostic modalities and to detect and interpret non-verbal communication from the patient.
- **Communication:** Students must be able to communicate verbally with patients and colleagues. They should be able to hear, obtain the history of a patient and respond to the patient verbally. Students must be able to read and write in standard format and must be able to interact with computers in rendering patient care. Candidates and students must be proficient enough in English to be able to prepare a legible patient evaluation and present the evaluation orally in a focused manner to other health care professionals. Students must be able to communicate effectively with patients and family members and to elicit a clinical history.
- **Motor:** Students must have sufficient motor function so that they are able to execute movements reasonably required to take a history and to perform a physical examination, including the ability to inspect various physical signs and recognize normal versus abnormal findings. They must be able to elicit information from patients using the techniques of inspection, palpation, auscultation, percussion, and other diagnostic maneuvers. They must be able to execute the motor movements reasonably required to provide general care and emergency treatment to patients in accordance with currently acceptable medical practice. Students must be able to utilize gross and fine manual palpation, touch, vibratory sensation, and temperature sensation in describing and evaluating various body parts.
- **Intellectual-Conceptual, Integrative and Quantitative Abilities:** Students must possess a range of skills that allow mastery of the complex body of knowledge that comprises a medical education. Students must be able to recall large amounts of information; perform scientific measurements and calculations; and to understand and cognitively manipulate three-dimensional models. Students must be able to learn effectively through a variety of modalities including but not limited to: classroom instruction, small group discussion, individual reading and study of materials, preparation and presentation of written and oral reports, and use of computer-based technology. Students must exhibit reasoning abilities sufficient to analyze and synthesize information from a wide variety of sources. The program's expectation is for the student to be capable of rendering patient care by solving difficult problems and making diagnostic and therapeutic decisions in a timely fashion.
- **Attitudinal, Behavioral, Interpersonal, and Emotional Attributes:** Because the medical profession is governed by generally-accepted ethical principles and by state and federal laws, candidates and students must have the capacity to learn and understand these values

and laws and to perform within their guidelines. PA students must be able to relate to patients, staff and colleagues, with honesty integrity, non-discrimination, self-sacrifice, and dedication. PA students must be able to develop mature, sensitive, and effective relationships with patients.

PA students must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision-making. Students must be able to communicate and care for persons whose culture, sexual orientation, or spiritual beliefs are different from their own in a non-judgmental way. Students must be able to examine the entire patient of any gender, regardless of the social, cultural, or religious beliefs of the student.

Students must be of sufficient emotional and mental health to utilize fully their intellectual abilities, to exercise good judgment, to complete patient care responsibilities promptly, and to relate to patients, families, and colleagues with courtesy, compassion, maturity, and respect.

Students must be able to modify their behavior in response to constructive criticism. They must be capable of being non-judgmental when caring for a patient and not allow their own personal attitudes, perceptions, and stereotypes compromise care of the patient.

Students will be assessed regularly on their abilities to meet the requirements of the curriculum according to the Academic, Professional and Technical Standards of the PA Program.

## 4. Student Rights

### 4.1. Equity and Inclusion

It is the policy of the University to provide equal employment and educational opportunities to faculty, employees, students and applicants without regard to race, color, religion, sex, national origin, age, handicap or disability, marital status, citizenship, sexual orientation, maternity and lactation status, status as a Vietnam-era, special, disabled, or other veteran who served on active duty during a war, campaign, or exhibition for which a campaign badge has been authorized in accordance with applicable federal law. In addition, it is the policy of the University to comply with applicable state statutes and local ordinances governing nondiscrimination in employment and educational activities. Creighton admits qualified students without regard to race, color, national or ethnic origin, handicap, sex, religion, or status as a disabled veteran or veteran of the Vietnam era. Its education and employment policies, scholarship and loan programs, and other programs and activities, are administered without any such discrimination. The University Affirmative Action Director has been delegated the responsibility for coordination of the University's Equal Rights efforts. For more information, please see: <http://www.creighton.edu/about/affirmativeaction/>.

## 4.2. ADA

Disclosure of a disability to appropriate University personnel is solely the student's responsibility. The university cannot act on verbal or written statements by a parent, counselor, or teacher. A brief letter or verification of a diagnosis written on a prescription pad is not adequate documentation to support requests for accommodations. Any student requesting accommodations must submit medical or other diagnostic documentation of the disability and any limitations and may be required to participate in additional evaluation of limitations as may appropriately be required by Creighton University or other agencies prior to receiving requested accommodations.

Student must request accommodations from the Office of Disability Accommodations, provide documentation, and complete a written needs assessment. While accommodations may be requested at any time, we recommend students request accommodations well in advance of a course or clinical experience in order to ensure such accommodations are granted in a timely manner. The Office of Disability Accommodations can be found at <https://www.creighton.edu/disabilitysupportservices/> or (402) 280-2166.

## 4.3. Student Grievances

### 4.3.1. Harassment

Creighton University believes that individuals should be treated with respect and dignity, and that any form of harassment, discrimination, sexual and/or relationship misconduct is a violation of human dignity. The Creighton University policy and procedures on harassment, discrimination, sexual and relationship misconduct can be found online at [http://www.creighton.edu/fileadmin/user/GeneralCounsel/docs/2.1.25\\_Harassment\\_Discrimination\\_Sexual\\_Relationship\\_Misconduct\\_-\\_rev\\_08-14-17.pdf](http://www.creighton.edu/fileadmin/user/GeneralCounsel/docs/2.1.25_Harassment_Discrimination_Sexual_Relationship_Misconduct_-_rev_08-14-17.pdf). Reports of harassment or discrimination should be made in accordance with the Sexual Violence, Harassment, Discrimination and Grievances Policy. The Office of Equity and Inclusion works to foster an environment that promotes and respects the human dignity of all members of the Creighton community. For more information, please see: <http://www.creighton.edu/generalcounsel/officeofequityandinclusion/>.

Individuals who believe themselves to be victims of sexual harassment and who desire University assistance in dealing with the situation should immediately report the details to the Office of Equity and Inclusion, 402-280-4120, OR,

- Anonymously or online at:

<https://www.creighton.edu/studentlife/ocsw/reportingharassment/>

### 4.3.2. Positive Learning Environment

The mission statement of Creighton University states: "Creighton exists for students and learning." Thus, it is vital to create a positive learning environment for learners at all levels of education (including undergraduate students, graduate students, medical

students, hospital residents, and fellows). Mistreatment of students/learners and abuse of power is unprofessional and antithetical to the Creighton mission.

#### Procedure for Reporting Unacceptable Behaviors

Students/learners are encouraged to report unacceptable behavior as soon as possible following the incident(s). Observers are also encouraged to report witnessed incidents of unacceptable behavior.

- As noted in the University's Policies, a member of the University community who believes himself or herself to be the victim or harassment and/or discrimination, or any individual who has witnessed or has knowledge of such conduct is encouraged to report the information to the University to enable it to investigate and to take corrective action where appropriate. (See section 4.3.1)
- Reports of incidents should be made to the Associate Dean for Student Affairs (402-280-2905) in Omaha; to the Assistant Dean for Student Affairs in Phoenix (602-406-5056) or online at <https://www.creighton.edu/studentlife/ocsw/reportingharassment/>. The Assistant and Associate Deans shall follow university policy and handling all complaints, including reporting such complaints to the Office of Equity and Inclusion.
- The Office of Student Affairs and the PA Program will make all reasonable attempts to maintain confidentiality and to protect students from harm or retaliation. Any form of retaliation following the reporting of alleged unacceptable behavior is forbidden, and complaints of retaliation will be dealt with by the Dean of the School of Medicine and in accordance with applicable university policies.

#### Investigations of reports of Unacceptable Behavior:

- Within ten (10) days of receiving the report of Unacceptable Behavior, the Associate Dean for Student Affairs will discuss the incident(s) with the PA Program Director, and require an immediate investigation of the incident(s).
- Upon receiving the report of incident(s) of alleged Unacceptable Behavior, the PA Program Director will institute an investigation and develop an action plan for resolution of the problem and/or discipline of the responsible individual(s), if the allegations are substantiated.
- The PA Program Director, will prepare a written report of the action plan and/or disciplinary actions; normally this report will be given within one (1) month to the Associate Dean for Student Affairs.
- Upon receipt of the written report of the action plan and/or disciplinary actions, the Associate Dean for Student Affairs will schedule a meeting with the student(s) initiating the original complaint to discuss the actions taken.

#### Reporting by the Associate Dean for Student Affairs

At the end of each academic year, the Associate Dean for Student Affairs shall prepare a written report to be provided to the Dean of the Medical School and the Executive

Director for the Office of Equity and Inclusion concerning all reported incidents of unacceptable behavior investigated, and dealt with, during that academic year.

If a complaint cannot be resolved after exhausting the institution's grievance procedure, the student may contact the state licensing authority, the University's accreditor or state attorney general. A complete list of contact information for state licensing authorities is at: <https://www.creighton.edu/office-president/student-complaint-0>

#### 4.3.3. Academic Grievances

##### 4.3.3.1. Course Grade Disputes

Students may dispute a final course grade of Unsatisfactory (UN) that they believe has been assigned in an arbitrary or capricious manner. The student must attempt to informally resolve grade disputes with the course director. The student must request information resolution from the course director within five (5) working days of the issuance of the grade. Normally, both parties must participate in the informal resolution within three (3) working days of the request. The student and/or the course director may request involvement of the Chief Academic Director during informal resolution.

If the grade dispute is not resolved informally, the student may formally dispute the grade assignment to the PA Program Director. To initiate the grade grievance process, the student must submit in writing why he/she believes the grade was assigned in an arbitrary or capricious manner. The student must submit the grade grievance, along with any supporting documentation, to the PA Program Director within five (5) working days of the informal resolution. Following receipt of a grade grievance, the PA Program Director will chair and appoint an ad hoc Grievance Committee composed of two faculty who are not the course director of the disputed course grade and the PA Program Medical Director. The chair is a non-voting member, except in the case of a tie. A quorum consists of three voting members.

The Course Director will provide the committee with the course syllabus, any additional information on grading policy, and written documents evaluating the student's performance, as well as any other information requested by the committee. This information will also be provided to the student making the grade grievance. The student will also submit any information requested by the committee. The committee may seek any additional witnesses or information it requires to review the matter. Within 10 working days of being convened, the Committee will conduct its initial review of the student's grade grievance and shall normally determine within 15 working days. If the committee upholds the grade, the PA Program Director will inform the student, in writing, that the grade grievance is denied, and the process is terminated. Otherwise, the committee identifies any mechanisms that were applied arbitrarily and capriciously and returns the matter to the Course Director to correct the errors and recalculate a final grade. The Program

Director will present the decision to the Course Director, who will apply the plan and recalculate the grade. The Program Director will then inform the student, in writing, of the decision, and the process is terminated. All decisions rendered by the Grievance Committee are binding and final.

#### 4.3.3.2. Decisions of the Student Advancement Committee

The PA program Student Advancement Committee is charged with making recommendations for student advancement, remediation, deceleration and dismissal for academic and professional issues. Students who wish to appeal the decision of the Student Advancement Committee may appeal the decision of the Committee to the PA Program Director.

The student must submit a written appeal of the Student Advancement Committee's decision to the PA Program Director within 10 calendar days of the student being notified of the Committee's decision. Such appeals may only be based on procedural error, the grade being arbitrary and capricious, and inconsistency with the policies of the PA Program. The PA Program Director will review the student's academic record, the Student Advancement Committee's documents and recommendation, and the student's appeal.

The Program Director may:

- Send the case back to the Student Advancement Committee, with feedback, for reconsideration. The Committee will then reconvene and review the case with the Program Director's feedback in consideration. The committee's renewed decision will then be forwarded to the PA Program Director for final decision, or;
- Overturn the Student Advancement Committee's decision.
- Uphold the decision of the Student Advancement Committee and the decision will stand as final.

If a student wishes to appeal the decision of the PA Program Director, the student may appeal to the Dean of Medicine within five working days of the PA Program Director's decision. In this instance, the student will submit a written appeal outlining the reasons he or she believe that the appeal is warranted, based on the criteria of procedural error or inconsistency with the policies of the PA program. All academic records, Committee documents, communications and Program Director communications will be submitted to the Dean for review. The Dean may interview any of the involved parties. All decisions made by the Dean are final and binding.

## 5. Academic Records

### 5.1. Confidentiality of Student Records

Creighton's policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act" (FERPA) Please refer to the Office of the Registrar for policies and procedures related to student privacy rights under FERPA at <http://www.creighton.edu/registrar/confidentialityprivacyferpa/>

### 5.2. Transcripts

The student's academic transcript is maintained in the Creighton University Office of the Registrar. Creighton University partners with the National Student Clearinghouse Transcript Ordering Center to provide copies of transcripts. Current and former students may order transcripts online at any time for a nominal fee. Information on ordering transcripts can be found here: <http://www.creighton.edu/registrar/transcriptorders/>

### 5.3. Right to File Complaint

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Creighton University to comply with requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920

### 5.4. Academic Record Contents & Access to Records

A student's PA Program academic record includes:

- Application materials including the CASPA application, undergraduate transcripts and supplemental application materials
- Criminal background check results
- Results of drug testing
- Records of student academic performance while in the program
- Information on volunteer work participation submitted by the student or others
- Documentation of remediation efforts and outcomes, including Student Advancement Committee recommendations and correspondence
- Summaries of any formal academic or behavioral disciplinary action taken against the student.
- Documentation of acknowledgements of receipt of the Student Handbook, participation in OSHA training, FIT testing, and other similar items
- Leave of Absence Request Forms and decisions
- Student authorization forms for the use of University facilities and records release
- Certificate of Satisfactory Program Completion, documenting that the student has met the requirements for program completion.

A student has electronic access to his or her academic record and may review the contents of the record at any time by logging into Documentum (<http://ikonweb.creighton.edu/appxtender/>) using the NetID and password or by contacting the Office of Student Affairs during regular business hours. <http://ikonweb.creighton.edu/appxtender/>) using their NetID and password or by contacting the Office of Student Affairs during regular business hours.

## 6. Enrollment and Attendance

### 6.1. Enrollment

All students must be enrolled full time in the Program. No advanced standing based upon previous course work or part time enrollment is permitted. Registration for each session must be completed as prescribed by the Program and on the days designated by the Program.

### 6.2. Sequencing

All students must complete courses within the curriculum in the sequence in which they are planned. Exceptions will only be made in the instance that a student is formally decelerated by the Student Advancement Committee according to program policies. In such instances, the sequence and course load will be determined by the student's individual remediation or deceleration plan.

### 6.3. Attendance

Because of the integrated, rigorous nature of the PA program curriculum and learning environment, it is imperative that students are present in class and at supervised clinical practice experiences. **Attendance at all program classes, labs, educational activities and clinical experiences is MANDATORY.** Attendance is considered an aspect of professionalism and individual responsibility

#### 6.3.1. Designated State/University Holidays

Students are typically scheduled to be off during normal University designated holidays during the didactic phase. University holidays are not guaranteed during the clinical phase of the program. Students are expected to be at the supervised clinical practice experience site for any days surrounding holidays when the rotation site is in operation. Please refer to the Clinical Phase Handbook, Clinical Policy 13 for attendance expectations for the clinical phase of the program.

#### 6.3.2. Notification of Absences

Expected absences must be approved in advance with the PA program and the course instructor of any missed class whenever possible. During the clinical phase of the program, expected absences must be approved by the Chief Clinical Director and the preceptor should also be notified by the student. The process by which emergent and requested (planned) absences are handled is outlined below

### 6.3.3. Process for Requested Absence

In certain extenuating circumstances, excused absences will be considered. Requests will be considered by the Program on a case-by-case basis. The student must follow the procedures outlined below to obtain an excused absence. Failure to follow these procedures will result in an unexcused absence and may result in disciplinary action.

- Student must complete and submit an Absence Request Form to the PA Program at least two weeks prior to the absence date.
- Requests will be reviewed and either approved or denied by the Program Director and PA faculty.
- If the request is approved, the student must obtain signatures from the instructor(s) of each class the student will miss while absent and return the form to the PA Program. Forms must be returned to the Program prior to the planned absence date.
- If the request is denied, the student is expected to attend all classes, clinical experiences and program activities as scheduled. If the student chooses to miss class despite being denied approval, the absence will be marked as an unexcused absence and may result in disciplinary action.

### 6.3.4. Process for Emergent Absence

An excused absence will be granted for severe illness of the student, severe illness of a student's immediate family or a death in the student's immediate family. In these instances, the student must follow the process outlined below. Failure to follow the prescribed process will result in an unexcused absence and may result in disciplinary action.

- Student must notify the PA Program and instructor(s) as soon as it becomes evident that they will not be able to attend class.
- Notifications must occur prior to the scheduled class periods unless extenuating circumstances prevent the student from making such notifications
- An Emergent Absence Form must be completed by the student and submitted to the PA office within one calendar week of the student's return to class. The instructor's signature from each class, clinical experience or activity missed are required on the form.
- Failure to submit the form within one week of the student's return will result in an unexcused absence and may result in disciplinary action.

### 6.3.5. Excessive Absences

#### 6.3.5.1. Excessive Absences

Course directors are given the discretion to determine penalties for absences, which will be documented in each course syllabus. These may include, but are not limited to: reduction of final course grade or failure of the course.

Excessive absences, whether excused or unexcused, will require a meeting with the Student Advancement Committee and PA Program Director. Excessive absence is considered sufficient reason to consider a student to be academically and/or professionally deficient. The Student Advancement Committee may determine that a student's cumulative absences have substantially interfered with the student's education or signifies a serious deficit in professionalism. This may result in a mandatory corrective action plan outlined by the Student Advancement Committee which may include, but is not limited to: remediation of missed material; temporary withdrawal from the program, which may result in delay of graduation; or dismissal from the program.

#### 6.4. Inclement Weather

The decision to close or delay the opening of Creighton University due to severe weather or other emergency situations rests with the President. Independent decisions may not be made at the college, school, or department level

##### 6.4.1. Closing/Delayed Opening

During severe weather (e.g., winter storms), the decision to close or delay opening the University will be made as early as possible, but not later than 6:00 am. The Public Relations Department will relay applicable information to the local news media.

In the event of a closing or delay, Creighton University PA Students in Omaha will not report to their classes or clinical activity (including non-Creighton facilities) while the University is closed. Students are expected to resume their academic or clinical activities once the University has reopened. Students are advised to listen to newscasts on mornings when severe weather conditions may force the closing or delayed opening of the University. Students may also check the University Weather Hotline, (402) 280-5800, or check email communications or CU ALERT TEXT messages to determine if the clinics are closing or delaying their opening.

For clinical phase students at a site distant to the Omaha area, students should use their best judgment regarding attendance at their clinical site. If weather does not permit safe attendance for that day's clinical activities, the student should notify both the program and the preceptor.

##### 6.4.2. Curtailing Operations

If severe weather or an emergent situation develops during the school or clinic day and creates conditions that warrant early closing of the University, Public Safety or the President's Office will notify the Vice Presidents of the decision, who will then notify departments and schools within their respective areas of responsibility. Students will be notified as soon as possible about the closure of Creighton University and are to leave clinical activities at the time that Creighton University closes. If an exam is postponed by a University closing, students will be notified by email regarding the new date/time for the exam.

#### 6.4.3. Weather Hotline

Students can access the Creighton University Weather Hotline (402) 280-5800 to determine the status of University operations. The recording will indicate whether the University is operating under normal conditions, closed, a delayed start or curtailment of operations.

### 6.5. Withdrawals

#### 6.5.1. Definition

A Temporary Withdrawal is defined as a temporary interruption in a student's plan of study with the intent to return.

#### 6.5.2. Withdrawal Policy

Students in the PA program at Creighton University may request a Temporary Withdrawal. Reasons for such a request may include medical/psychological, personal or military obligations. This withdrawal is considered a temporary interruption in a student's program of study and must be approved by the PA Program. A written request for temporary withdrawal from the program must be submitted to the Program Director. The Program Director will schedule a meeting with the student to discuss the reason for withdrawal. The student will then be given a hearing with the Student Advancement Committee, which will make a final determination on whether to grant temporary withdrawal. The request must be made:

- After the end of the semester when a student doesn't plan to return for the next semester but plans to return within one year.
- During a semester when a student withdraws from all courses after the withdrawal deadline and plans to return within one year.

The duration of the temporary withdrawal may be up to one calendar year. A student requesting to return to the Program after being on a temporary withdrawal for longer than one year must make formal application for readmission. Unique circumstances requiring an absence longer than one year (e.g. Religious Obligations, Military) must be discussed and approved by the PA Program Director and the Dean of the School of Medicine.

When a student is granted a temporary withdrawal mid-semester, final grades of 'W' will be assigned. All previously graded courses at the time of the request will remain on the student's record, regardless of the semester in which the courses were taken.

A temporary withdrawal initiated mid-semester may result in a loss of tuition. Student responsibility for tuition, fees, and any other costs is determined in accordance with the Refund Policy and Schedule. Information on the refund policy can be found at <https://www.creighton.edu/registrar/withdrawalsandrefunds/>. Students must re-register for and retake any of those courses that are required upon their return. This will necessitate the repayment of tuition for those courses.

Students should be aware that being on an approved temporary withdrawal does not change the time limit to complete their degree or certificate. The time taken during the temporary withdrawal will be included as part of the student's time to completion. Time limitations which pertain to the completion of courses from previous semesters in which a grade of 'I' (Incomplete) was given are not waived.

It is the responsibility of the student to notify the Financial Aid Office prior to the temporary withdrawal to retain future scholarship eligibility. Semesters absent under an approved temporary withdrawal do not count against the eight-semester limitation for Creighton University scholarship funds.

During the temporary withdrawal period, students are not considered to be enrolled at Creighton University for the purpose of loan deferments. However, students are eligible for services of the Career Center and library facilities.

If a student is approved for a temporary withdrawal and later is suspended, dismissed, placed on warning for unsatisfactory academic performance or is suspended, dismissed or expelled as the result of a disciplinary action, the sanctions take precedence over a temporary withdrawal and stand as a matter of record.

Only written requests that include specific information about why the temporary withdrawal is being requested will be considered. There is no guarantee that a request will be granted. A temporary withdrawal cannot be approved retroactively.

A student on an approved Temporary Withdrawal must request and receive permission in advance to enroll in courses at another regionally-accredited institution during this time.

### 6.5.3. Types of Withdrawal

#### 6.5.3.1. Medical/Psychological Withdrawal

This may be requested when a student's health condition significantly impairs his/her ability to function successfully or safely as a student. If the student is unable to participate in the temporary withdrawal process, the student's parent, spouse, advisor, or other designee may do so on behalf of the student, once the incapacitation of the student is documented. A licensed healthcare provider must submit a letter substantiating the condition and supporting the withdrawal.

#### 6.5.3.2. Personal Withdrawal

This may be requested when personal circumstances (e.g., family illness, death or other emergency) interrupt a student's academic progress.

#### 6.5.3.3. Military Obligations

Creighton University supports its students who are military members of the National Guard or Reserves who are called into active duty for military service by the United States during a war, other operation or national emergency,

however, this excludes active duty for training or attendance at a service school. If the student's military service requires an absence longer than one year, the student should discuss this with the Dean of the college or school.

The following guidelines will apply to approved temporary withdrawals due to military obligations:

- The student will receive a full refund of tuition and fees paid to Creighton University if the request for a withdrawal for military service is filed prior to the last day to drop classes.
- The student will have a choice of three options if the request for a withdrawal is received after the last day to drop classes:
  - A full refund of tuition and fees with no credit awarded for work completed during the semester.
  - An Incomplete grade in all courses, upon approval of all instructors, with the right to complete all coursework within one year without further payment of tuition or fees.
  - A grade in all courses, upon approval of all instructors, based on work completed to the date of the withdrawal request.
  - Options b) & c) may be combined should circumstances warrant, at the discretion of the Office of Military & Veterans Affairs.
- The student will receive prorated refunds for his/her housing and meal-plan, if applicable, based on taking the percentage of days registered at the University over the total number of days in the semester (i.e., beginning with the first day of class and ending on the last day of finals).
- Federal financial aid awards will be returned, if required, according to Return of Title IV funds calculation as determined by the Department of Education.
- While the University will make every effort to accommodate a student returning from active duty, placement in certain honors programs at the University cannot be guaranteed.
- The student will be required to return university property, such as keys to residence halls, university computer equipment, library books, etc. in order to receive a refund or re-enroll.

#### 6.5.4. Withdrawal Procedures

##### 6.5.4.1. Procedures for Requesting Temporary Withdrawal

Students requesting a temporary withdrawal must submit the request. In addition:

Students requesting a temporary withdrawal due to medical/psychological reasons must:

- Complete the Temporary Withdrawal Request form
- Obtain supporting documentation from his/her treating provider.
- Meet with the Office of Financial Aid to determine how financial aid and scholarships may be affected.
- Meet with the Business Office to determine tuition owed/reimbursed.
- Meet with Student Health Services to discuss the status of health insurance coverage during absence.
- Submit the completed form and documentation to the Center for Health & Counseling.

Students requesting a temporary withdrawal due to military obligations must:

- Complete the Temporary Withdrawal Request form
- Obtain a copy of the military orders.
- Meet with the Office of Financial Aid to determine how financial aid and scholarships may be affected.
- Meet with the Business Office to determine tuition owed/reimbursed.
- Meet with Student Health Services to discuss the status of health insurance coverage during absence.
- Submit the completed form and documentation to the Office of Military & Veterans Affairs.

Students requesting a temporary withdrawal due to personal reasons must:

- Complete the Temporary Withdrawal Request form
- Meet with the Office of Financial Aid to determine how financial aid and scholarships may be affected.
- Meet with the Business Office to determine tuition owed/reimbursed.
- Meet with Student Health Services to discuss the status of health insurance coverage during absence.
- Submit the completed form to the appropriate Dean's Office.

The Center for Health & Counseling and the Office of Military & Veterans Affairs, upon receipt of a request, shall:

- Make a recommendation to the appropriate Dean's Office generally within five (5) business days.

The Dean's Office, upon receipt of a request, shall:

- Review recommendation, if applicable, from the Center for Health & Counseling or the Office of Military & Veterans Affairs.
- Consult with the Financial Aid Office, Business Office, and Division of Student Life prior to making a decision.
- Notify the student of the approval or denial of the request through the student's Creighton University email account.

#### 6.5.4.2. Procedures for Students Returning from Temporary Withdrawal

Students anticipating a return to Creighton after a temporary withdrawal must:

- Complete the Intent to Return form located
- Contact the Associate Vice Provost for Student Life, or designee, to schedule an appointment to submit the Intent to Return form and complete a Transition Plan.
  - The appointment must normally take place by July 15<sup>th</sup> (for re-entry for the Fall semester), November 15<sup>th</sup> (for re-entry for the Spring semester), or April 15<sup>th</sup> (for re-entry for the Summer semester).
- Students in the School of Medicine who plan to return to Creighton after a temporary withdrawal due to medical or mental health concerns must also provide appropriate documentation from a health care provider noting that the student is fit to return and that the student's condition will not impede academic progress or clinical performance, and that the student can adhere to the Technical Standards of the College/School. Instructions may be found here:  
[http://www.creighton.edu/fileadmin/user/students/docs/Re-Entry\\_Instructions\\_for\\_Providers.pdf](http://www.creighton.edu/fileadmin/user/students/docs/Re-Entry_Instructions_for_Providers.pdf)

The Associate Vice Provost for Student Life, or designee, will notify the appropriate offices of the student's intention to return.

#### 6.6. Dismissal

Every effort will be made by the program and the University to ensure that each student who matriculates will successfully complete the PA Program. Student advising, timely access to resources and support services, policies on remediation, deceleration and appeals processes are all designed to give students every opportunity to succeed. Students who do not meet the academic and/or professional standards of the Program after appropriate efforts to remediate are exhausted, per program and university policies, will be dismissed from the Creighton PA program. Decisions to dismiss will be rendered per Program policies and all decisions to dismiss are final.

#### 6.6.1. Didactic Phase Remediation

If a student fails a single course during the didactic phase of the program, the student will be allowed to remediate the failed course as outlined in an individualized remediation plan set forth by the Student Advancement Committee. Remediation plans may require that the student temporarily withdraw from the program until the failed course is offered again and may have financial aid implications, for which the student is fully responsible. Remediation plans may result in a delay in graduation date. If the student successfully completes the remediation plan and passes the failed course on the second try, they may proceed forward in the curriculum. Students are allowed only ONE course remediation in the didactic phase.

If a student fails two or more courses during the didactic phase of the program, the student will be automatically dismissed from the program. A successfully-remediated failed course shall count as a single failure. Any subsequent course failure of the same or another course during the didactic phase will result in dismissal from the program. Students will not be allowed to remediate a second failed course.

Once the student has successfully passed all courses and has successfully completed all components and summative evaluations for the didactic phase of the program, the student will be recognized as having successfully completed the didactic phase of the program.

#### 6.6.2. Clinical Phase Remediation

If a student fails a single SCPE or course during the clinical phase of the program, the student will be allowed to remediate the failed course or SCPE as outlined in an individualized remediation plan set forth by the Student Advancement Committee. Remediation plans may require that the student temporarily withdraw from the program until the failed course or rotation is offered again and may have financial aid implications, for which the student is fully responsible. Remediation plans may result in a delay in graduation date. If the student successfully completes the remediation plan and passes the failed course or SCPE on the second try, they may proceed forward in the curriculum.

If a student fails two courses or SCPEs during the clinical phase of the program, the student will be automatically dismissed from the program. A successfully-remediated failed course or SCPE shall count as a single failure. Any subsequent course failure of the same course/SCPE or another course/SCPE during the clinical phase of the program will result in dismissal from the program. Students will not be allowed to remediate a second failed course or SCPE. Students will not be allowed to remediate a second failed SCPE or course in the clinical phase of the program.

6.7. Time to complete program

Due to the rapidly-changing nature of medical knowledge, all students are expected to complete the entirety of the PA program curriculum in a timely manner. All students must complete the program in less than or equal to four calendar years from their original matriculation date. If the length of time required to complete the program exceeds 48 calendar months for any reason, including voluntary withdrawal of any type, remediation, or deceleration, the student will be dismissed from the program. Exceptions may be made on a rare occasion due to extreme extenuating circumstances. Request for exemption to this rule must be made in writing to the Student Advancement Committee within 10 calendar days of the student’s dismissal notification. Decisions made by the Committee to accept or deny exceptions will be final.

Students who are dismissed from the program due to ‘timing out’ may be eligible to re-apply to the program but will be required to apply and be accepted to the program through the regular application process and will be required to repeat the entire program, in sequence, from start to finish. No advanced standing will be granted for work already completed in a prior attempt.

7. Curriculum

7.1. Phase I Curriculum

The didactic phase of study will include 12 months of integrated, systems-based instruction designed to develop the student’s pre-clinical knowledge base, clinical skills, critical thinking and interpersonal communication skills. Students will apply a biopsychosocial approach to learning patient care with a focus on integrating medical knowledge, clinical problem solving, reflection and communication skills. The following coursework is required:

Phase 1 (12 months)

Fall (17 weeks)

Course #	Course	Credit Hours
IPE 500	Introduction to Collaborative Care	0
PAS 601	Foundations for Clinical Medicine	5
PAS 603	Clinical Medicine: Musculoskeletal / Rheumatology	6
PAS 605	Clinical Medicine: HEENT	5
PAS 607	Clinical Medicine: Dermatology	2
PAS 614	Clinical Practice Skills I	3
PAS 616	PA Practice and the Health System I	1
<b>Total Credit Hours</b>		<b>22</b>

Spring (18 weeks)

Course #	Course	Credit Hours
PAS 609	Clinical Medicine: Neurology / Psychology	6
PAS 611	Clinical Medicine: Pulmonology	4
PAS 613	Clinical Medicine: Cardiovascular	7
PAS 615	Clinical Medicine: GI / Nutrition	4
PAS 624	Clinical Practice Skills II	2
PAS 626	PA Practice and the Health System II	1
	<b>Total Credit Hours</b>	<b>24</b>

Summer (12 weeks)

Course #	Course	Credit Hours
PAS 617	Clinical Medicine: Endocrinology / Hematology / Oncology	4
PAS 619	Clinical Medicine: Renal / Reproduction	8
PAS 634	Clinical Practice Skills III	1
PAS 628	Research Applications in Medicine	1
PAS 680	Preparation for Clinical Practice	2
	<b>Total Credit Hours</b>	<b>16</b>

**Phase I Credit Hours: 62**

## 7.2. Phase II Curriculum

### Phase II (16 months)

The 16-month clinical phase will allow students to integrate and apply the knowledge and skills gained in Phase I in the clinical setting. Students will complete required clinical clerkships in the areas of:

- Family Medicine
- Internal Medicine
- Emergency Medicine
- Surgery
- Pediatrics
- Psychiatry
- Women's Health
- Medically Underserved Selective

Additional elective rotations will give learners an opportunity to tailor their education to their personal educational needs and interests. Creighton University PA students will have the opportunity to take advantage of the Creighton University clinical network, including regional networks with hubs in Omaha and Phoenix, Arizona, drawing on Creighton's partnerships with CHI, Dignity Health St. Joseph's Hospital and Medical Center and Maricopa Integrated Health System.

### Core Supervised Clinical Practice Experiences

Required

Course #	Course	Credit Hours
PAS 721	Family Practice Rotation	8
PAS 723	Ambulatory Internal Medicine Rotation	4
PAS 725	Inpatient Internal Medicine Rotation	4
PAS 727	Pediatrics Rotation	4
PAS 729	Women's Health Rotation	4
PAS 731	Behavioral Health Rotation	8
PAS 733	Emergency Medicine Rotation	4
PAS 735	Surgery Rotation	8
	<b>Total Credit Hours</b>	<b>44</b>

### Selective Supervised Clinical Practice Experience

Required (4 credit hours required)

Course #	Course	Credit Hours
PAS 741	Medically Underserved Selective	4
	<b>Total Credit Hours</b>	<b>4</b>

### Elective Supervised Clinical Practice Experiences

Elective (12 credit hours required)

Course #	Course	Credit Hours
PAS 751	Cardiology Elective	4
PAS 753	Orthopedic Surgery Elective	4
PAS 755	Urology Elective	4
PAS 757	Dermatology Elective	4
PAS 759	Otolaryngology Elective	4
PAS 761	Hematology/Oncology Elective	4
PAS 763	Cardiothoracic Surgery Elective	4
PAS 765	Gastroenterology Elective	4
PAS 767	Neurosurgery Elective	4
PAS 769	Geriatrics Elective	4
PAS 771	Critical Care Elective	4
PAS 773	Neurology Elective	4
PAS 775	Endocrinology Elective	4
PAS 777	Pulmonology Elective	4
PAS 779	Plastic and Reconstructive Surgery Elective	4
PAS 781	Nephrology Elective	4
PAS 783	Primary Care Elective	4
	<b>Total Credit Hours</b>	<b>12</b>

## Phase II

### Clinical Phase Seminar Series

Course #	Course	Credit Hours
PAS 726	Seminar Series I	1
PAS 736	Seminar Series II	1
PAS 746	Seminar Series III	1
PAS 756	Seminar Series IV	1
	<b>Total Credit Hours</b>	<b>4</b>

**Phase II Credit Hours: 64**

## 8. Student Performance

### 8.1. Academic Standards

#### 8.1.1. Grading

##### 8.1.1.1. Didactic Phase

All courses will be graded on a Pass/Fail basis. Grades in Phase I will be assigned as follows:

Honors (H): 90-100%

Satisfactory (S): 73-89%

Unsatisfactory (UN): below 73%

There may be required non-graded components of the curriculum outlined in course or clinical rotation syllabi. These non-graded assignments and experiences, while not graded, will be considered "Completed" when the student has completed the assignment to the Program's satisfaction or "Incomplete" if they have not been satisfactorily completed.

8.1.1.2. Clinical Phase

Supervised Clinical Practice Experiences in the clinical year will be graded on a pass/fail basis. The student must successfully meet the passing mark for each course component as noted in the table below:

Component	Minimum Passing Mark
Midterm Evaluation by student and preceptor	Completion
Completion of patient logging data	Completion by end date of SCPE
Final Clerkship Evaluation by preceptor	Final rating of satisfactory/pass or better
Final Clerkship PAEA End of Rotation Exam	*z-score greater than or equal to -0.50 (see note below table)
Written documentation submission	80%

*\* NOTE: For the 2019-2020 academic year, this information will be updated to reflect current recommendations for grading based upon the new scoring system for End of Rotation™ Examinations published by PAEA, anticipated by late summer, 2018.*

The student must pass the PAEA End of Rotation Exam to successfully complete/pass the clerkship. If a student fails to achieve a passing mark on the exam, the student will meet with the Chief Clinical Director and/or advisor to determine a remediation plan, to include written clarification of key word feedback topics highlighted as weaknesses. After completion of remediation activities, a second End of Rotation Exam will be retaken. If the student fails the second attempt, the student will fail the clerkship/rotation and will be required to repeat the clerkship/rotation at a date and time determined by the Program. This may delay graduation. The PA Program may also require an additional clerkship/rotation in the subject area, to replace one of the final program elective rotations.

Final course grades are Honors, Satisfactory, or Unsatisfactory.

Honors/Pass: The student performs exceptionally well with final preceptor evaluation rating of passing, End of Rotation exam z-score at or above +1.0, and successful, passing completion of all other clerkship requirements.

Satisfactory/Pass: The student completes all course requirements in an acceptable manner with satisfactory rating or higher on final preceptor evaluation, passing score on the End of Rotation subject exam and documentation submission(s).

Unsatisfactory (UN)/Fail: The student fails to meet the minimum requirements for the clerkship or elective rotation as defined by:

- Attaining a rating below satisfactory on the final preceptor evaluation, or
- Attaining a z-score below -0.50 on an End of Rotation Exam retake attempt after scoring below a z-score of -0.50 on the initial attempt, or
- Failing to complete any required documentation with a final score of 80% or higher.

Grading standards for the seminar series during the clinical phase of the program will be the same as grading in the clinical phase.

#### 8.1.2. Successful Completion of a Course or Rotation

A student must earn a grade of Honors or Satisfactory in all courses within the PA program curriculum to be eligible for progression within the program.

##### 8.1.2.1. Didactic Phase Standards

To progress to the clinical phase of the program, students must: Complete all graded components of the didactic phase curriculum with a grade of Satisfactory or Honors; Satisfactorily complete all required non-graded components of the curriculum and; pass all summative evaluations with a grade of Satisfactory or Honors. Students must be in good standing both academically and professionally to proceed to the clinical phase of the program.

##### 8.1.2.2. Clinical Phase Standards

To complete the clinical phase of the program, students must: Complete all graded components of the clinical phase curriculum with a grade of Satisfactory or Honors; Satisfactorily complete all required non-graded components of the curriculum and; pass all summative evaluations with a grade of Satisfactory or Honors. Students must be in good standing both academically and professionally to graduate from the program.

## 8.2. Professional Standards

### 8.2.1. Student Code of Conduct

The Creighton University community is based on a Catholic, Jesuit tradition and is committed to supporting the intrinsic value of each human being. This tradition involves striving to create a human community influenced by the laws of justice and love, complete with respect and concern for all persons as children of God. The Creighton University community is dedicated to the promotion of values consistent with personal and academic excellence. Choosing to join this community, whether as a student, faculty or staff obligates you to act in a manner that is consistent with these commitments. Joining the Creighton University community evidences your acceptance of these commitments and agreement to strive for their achievement. Commitment to living by these principles means that you will endeavor to:

- Act with professional, academic, and personal integrity. Consistent with this principle is conduct in accord with the academic honesty policy of the University, other University policies that foster a human community of justice, respect, and concern, and the code of ethics of your foreseen profession. This principle challenges you to shape a personal code of positive values, to live a healthy, balanced lifestyle, and to discover and embrace the responsibilities of your freedom, intelligence, and intrinsic worth. Inconsistent with this principle are all forms of dishonesty, excuse-making, failure to take responsibility for your behavior, infidelity or disloyalty in personal relationships and violations of the code of ethics of your foreseen profession.
- Respect and promote the dignity of all persons. Consistent with this principle is growing in understanding of different cultures and groups, resolving conflicts fairly, appreciating peoples' differences, and seeking truths and values essential to human life and community. This principle challenges you to refrain from actions that threaten or discourage the freedom, personal safety, and respect that all individuals deserve. Inconsistent with this principle are actions that compromise or demean the intrinsic worth of individuals or groups. All forms of racism, sexism, pornography, lewd behavior, harassment, discrimination, intimidation, taunting, insult, physical harm, and discrimination are inconsistent with this principle
- Respect the policies and procedures of the Creighton University community and the rights of its members both on and off campus, as well as the just laws of the civic community and the rights of its members. Consistent with this principle is the affirmative support for equal rights and opportunities for all members of the Creighton University community, realizing that you are a member of a larger community, with a responsibility to understand diverse societal issues, and being a responsible participant of the civic and Creighton community. Inconsistent with this principle are actions that are illegal and that violate another's right to move about freely and securely, to live and learn in a community where members are secure in their property and person, to express themselves appropriately, and to enjoy privacy.
- Support the personal, professional, academic, and vocational development of the members of the Creighton University Community. Consistent with this principle are actions that are compassionate and considerate of the needs and well-being of others and that encourage the development of students' moral, spiritual, intellectual, emotional, personal, and vocational abilities. Inconsistent with this principle are actions that are insensitive, inhospitable, spiteful, or which unjustly or arbitrarily inhibit another's ability to securely pursue goals in accord with the development of their abilities.

### 8.2.2. Academic Honesty

In keeping with its mission, Creighton University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the university community. Academic honesty includes adherence to guidelines established by the university, its colleges and schools and their faculties, its libraries, and the computer center. Academic or academic-related misconduct includes, but is not limited to:

- Unauthorized collaboration or use of external information during examinations
- Plagiarizing or representing another's ideas as one's own
- Furnishing false academic information to the university
- Falsely obtaining, distributing, using or receiving test materials including copying or taking photographs of any test materials
- Developing or using study guides for course examinations, assessments or PAEA End of Rotation examinations that are known to be based on memorized examination questions
- Altering or falsifying academic records
- Falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process
- Misusing academic resources
- Defacing or tampering with library materials
- Obtaining or gaining unauthorized access to examinations or academic research material
- Soliciting or offering unauthorized academic information or materials
- Improperly altering or inducing another to improperly alter any academic record
- Engaging in any conduct that is intended or reasonably likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter.

Students alleged to have engaged in the above behaviors will be subject to reporting to the Program Director, the Associate Dean for Student Affairs and will be subject to the policies and procedures designated for allegations of unprofessional behavior

### 8.2.3. Professional Ethics

Students are expected to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population. Therefore, students are expected to demonstrate respect, compassion and integrity; a responsiveness to the needs of patients and society that supersedes self-interest; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development. They are also expected to demonstrate a commitment to the ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices. Students are also to demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.

#### 8.2.4. Timeliness and Reliability

Students must be present and ready to carry out assigned responsibilities at the expected time, and must remain until their responsibilities are discharged. Fulfillment of clinical responsibilities and attendance at required activities must be a high priority.

Arrangements for travel out of town must not interfere with clinical responsibilities or attendance at required activities – for example, a student may not ask to be excused from such activities in order to get a lower airfare or on an earlier flight.

#### 8.2.5. Dress Code

Students in the didactic phase of the program are expected to appear neat in grooming, dress and hygiene. Students are permitted to dress casually for the classroom, however, it is expected that clothing and shoes will be clean and in good repair. Clothing with verbiage, imagery or symbols that may be considered vulgar, profane or offensive to others are strictly prohibited. Throughout the didactic phase of the program, students may be involved in activities in a clinical setting or that simulate a clinical setting with standardized patients. For these activities, students will be held to the student dress code outlined in the Clinical Phase Student Handbook, Policy CP9.1.

Students in the Clinical Phase of the program will be required to dress professionally, as outlined in the Clinical Phase Student Handbook, Policy CP9.1.

#### 8.2.6. Violation of Law or Codes of Conduct

Students are accountable to both civil and University authorities for acts that constitute violations of law and the Codes of Conduct specified in the University and PA Program Handbooks. When a student has been apprehended for violations of local, state, or federal law, the University will not request or agree to special consideration for the individual because of his or status as a student. The University will cooperate with law enforcement agencies and other agencies responsible for rehabilitation.

On the other hand, because of the severely disruptive nature of many violations of this code, the University and the School of Medicine will normally not defer its disciplinary proceedings while civil or criminal proceedings are in process. In addition, the University will not necessarily accept or be bound by the findings of civil or criminal proceedings in its proceedings.

#### 8.2.7. Respect for Confidentiality

The Health Insurance Portability and Accountability Act (HIPAA) requires that health care professionals and students respect the confidentiality of patient health information. HIPAA privacy rules allow students qualified access to patient information while on rotation. Copies of patient health information are allowed for educational purposes. However, all of the clinical training locations including hospitals and clinics have grave concerns about student's handling of records, once accessed. The concerns include duplicate copies, excessive copies, and how students handle confidential information once obtained.

Students must adhere to the following rules regarding patient records on ANY course, clerkship, and elective at ANY facility:

- Regardless of the format (paper, electronic, verbal) and no matter how socially benign, patient information is protected under federal law. It is the work of the student to protect the confidentiality of patient information by keeping that information reasonably secure;
- Patient information may never be accessed for inappropriate use;
- Students may not grant access to or divulge patient information to anyone who is otherwise not authorized to have it;
- Reasonable security is expected for all patient information. This includes:
  - Paper files must be kept in a reasonably secure location, whether at home or in the hospital or other site. It is NOT reasonable to leave papers unattended at a nurse's station or anywhere else;
  - Electronic devices must be password-protected and, to the extent possible, files and the devices controlling the physical custody of those files should be encrypted (e.g., do not leave your phone, computer or tablet unattended);
  - Conversations regarding patients should be conducted solely with the care team. Conversations in a should be conducted in a private location and not within hearing distance of others (e.g., not in elevators);
  - Paper files should be shredded after use and electronic records must be permanently deleted from personal electronic devices once the student's program need for that information ends.
  - Photos of patients or patient care settings may only be taken in compliance with clinical site policy.
- If a student is found violating patient confidentiality, the student may face disciplinary action. If a student fails to comply, the clinical site may deny that student and other students the right to make copies or to participate in rotations at that site.

#### 8.2.8. Student Relationships with Others

Creighton University desires to foster relationships among its members and with others that are based on dignity and respect, and are free from discrimination. By selecting and utilizing the educational programs of Creighton University, students have demonstrated confidence in the University. In their personal dealings with students, University employees are representatives of the University and are expected to exemplify its Christian and educational values. It is incumbent upon all those who are in positions of authority over students not to abuse, or seem to abuse, the power with which they are entrusted.

Inappropriate personal relationships between employees and students may have the effect of undermining the atmosphere of trust and mutual respect upon which the educational process depends. Romantic relationships between students and employees are strongly discouraged. Even when both parties have consented to such a relationship, it is the employee who holds a position of special responsibility within the University. It is the employee, therefore, who will be held accountable for unprofessional behavior.

Students should be aware that a romantic relationship with an employee may render the employee liable for disciplinary action if the relationship creates, has the reasonable potential to create, or reasonably appears to create a conflict between the employee's personal interest and the employee's obligations to the University and its students.

#### 8.2.9. Alcohol and Substance Use/Abuse

##### 8.2.9.1. Alcohol Use

Alcohol use by PA students is forbidden in the classroom, on the premises of the PA Program, the School of Medicine, and in any clinical setting in which the student is learning. Students are referred to, and are responsible for, adhering to all policies as set forth on alcohol and substance use and abuse in University Policy B of the Creighton University Student Handbook, found here:

[http://www.creighton.edu/fileadmin/user/students/DSL\\_StudentHandbook/2017-18/FINAL\\_2017-18\\_Student\\_Handbook.pdf](http://www.creighton.edu/fileadmin/user/students/DSL_StudentHandbook/2017-18/FINAL_2017-18_Student_Handbook.pdf)

##### 8.2.9.2. Events Providing Alcohol

Prior approval must be obtained from the Dean's Office of the School of Medicine for any activity where alcohol is served within School of Medicine school facilities. In any setting, students are expected to consume alcohol in a responsible and legal manner. During all events in which alcohol is served, nonalcoholic beverages as well as food/snacks must be available to the students. Under no circumstances may students consume alcohol prior to or during clinical interaction with patients or while providing patient care of any kind.

##### 8.2.9.3. Drug Testing

All students must consent to drug screening prior to matriculation into the program. Mandatory random drug tests may be performed by the Program for the class as a whole. If the PA Program faculty has evidence of, or reason to believe that a student is under the influence of illegal substances, that student may be required to undergo individual random drug screening. Mandatory drug testing may be required a priori to beginning clinical rotations as well as during rotations, depending on the requirements of the clinical setting in which students have Supervised Clinical Practice Experiences (SCPEs). In all cases, this may require drug testing at the student's expense.

Students who test positive for illegal substances will be counseled the Associate Dean for Student Affairs and may be referred for mandatory evaluation and treatment. Students who fail to follow through or experience continuing problems will be subject to a hearing before the Student Advancement Committee. Possible recommendations include, but are not limited to, referral for further evaluation and counseling, temporary withdrawal - medical, and/or dismissal from the Program.

Under no circumstances will students be allowed to have contact with patients or to provide patient care while under the influence of illegal substances.

### 8.2.10. Criminal Background Testing

Creighton University PA Program requires a background check on all students to enhance the health and safety of patients, students, faculty, and staff in the academic and clinical environments, to adhere to applicable healthcare regulations, and to attest to affiliated clinical facilities and licensure entities a student's background and eligibility status. The background check will determine whether there are incidents in an applicant's or student's history that would pose a risk to patients or others or would prohibit the individual from being placed at clinical sites or licensed in the future.

In cases where a criminal record appears in the results of the background check, a copy of the report will be given to the prospective or current student and he/she will be allowed to respond to the information contained within the report. The background check and any student response will be forwarded to the PA Program's Backgrounds Standards Committee for review, consideration, and action.

The handling of all records and subject information will be strictly confidential and will adhere to the Family Educational Rights and Privacy Act (FERPA). Adverse findings that result in action taken by the Student Advancement Committee will become part of the student's academic record.

"Background check" is defined as, but not limited to, a combination of the following screenings for every state and county of residence:

- Social Security Report (name/address search)
- County Criminal Record History
- National Criminal Database
- Federal Criminal Record History
- State Child Abuse/Neglect Central Register
- State Adult Protective Services Central Registry
- FACIS® Level 1 includes, but not limited to:
  - (OIG) Office of Inspector General List of Excluded Individuals/Entities
  - (GSA) General Services Administration Excluded Parties Listing
- National Sex Offender Registry

#### 8.2.10.1. Frequency

Background checks will be conducted following acceptance and prior to matriculation. Once a background check is completed on a current student, the student is responsible for notifying the Student Advancement Committee, through the PA Program's Director of Curriculum, of any new misdemeanor or felony arrests/indictments for their review and action. Failure to do so will result in action, up to and including dismissal from the program or rescinding of offer of admission, by the Student Advancement Committee.

The Associate Dean for Student Affairs or the PA Program Director may request a background check on any student at any time based on reasonable suspicion of criminal behavior.

The Background Check will be maintained in the permanent student file for future reference. Also, as determined by the Student Advancement Committee, any official action taken by the Committee is subject for inclusion within the student's file.

#### 8.2.10.2. Procedures

All students applying to PA school through CASPA permit a background check. The background check commences upon acceptance into Creighton University PA Program. The completed background check results will be forwarded to Creighton University School of Medicine Office of Student Affairs. In cases where no criminal records appear, the accepted student's record will reflect that the investigation was completed and satisfactory. In cases where a criminal record appears in the results of the background check, the student will be contacted by email.

- The accepted student must submit a written response to the Background Standards Committee within 10 business days of this notification. Such written response should be sent to the PA Program Background Standards Committee, in care of the Chair of the PA Program's Background Standards Committee. Any student who fails to provide a response that may be reviewed by the Background Standards Committee prior to matriculation may have their acceptance rescinded by the PA Program.
- The accepted student may contest the results directly with Certiphi Screening, Inc., but this must be completed within 10 business days of receipt of their Notification.
- The Chair of the PA Program Background Standards Committee shall submit the Student's CASPA and Creighton University PA Program Secondary applications, background report, the submitted written student response, and any vendor response to the Background Standards Committee for action.
- The Background Standards Committee will review the information and will then make a recommendation to the Admissions Committee to allow matriculation or rescind admission to any student based on the timing, severity, number, and nature of any findings.

The Committee shall make this decision based on:

- Number of convictions;
- Nature, seriousness and date(s) of occurrence of the violation(s);  
Rehabilitation;
- Relevance of the crime committed relative to medical profession standards;
- State or federal requirements relative to the medical profession;
- All known information regarding the accepted student, including the written explanation;

- Any other evidence demonstrating an ability to perform academic and clinical expectations competently and free from posing a threat to the health and safety of others.

**NOTE:** Any identified misrepresentation, falsification, or material omission of information from the application discovered during the criminal background review process may result in a recommendation to rescind the admission of the student.

The Admissions Committee will notify the student in writing of its decision within 10 days of its decision.

No student will be allowed to matriculate until a background check is completed and approved by the PA Program. All accepted students are responsible for updating the Office of Student Affairs within the School of Medicine of arrest or conviction that occurs between the time of the initial background check and matriculation date to the PA Program. Students who fail to report such incidents may result in a recommendation to rescind their admission to the PA Program.

#### 8.2.11. Computer Use

Creighton University has established Fair, Responsible, and Acceptable use standards to safe guard our computers and electronic resources against unauthorized access. Medical Students in the School of Medicine are required to adhere to information security policies, found at [www.creighton.edu/generalcounsel/cupolicies/](http://www.creighton.edu/generalcounsel/cupolicies/).

This policy applies to all users of computer resources owned or managed by Creighton

##### 8.2.11.1. University-Issued Electronic Devices

Each incoming PA student is issued a laptop computer through the University's Mobile Device Program. The student issued computers include coverage for accidental damage for three years. The student accepts full responsibility for the laptop computer issued by the Office of Medical Education's academic computing staff.

The Mobile Device Program gives students consistency in access to the curriculum and Creighton resources in the classroom, clinics, hospitals, and home. Due to the nature of our Program and testing requirements, students receive a Creighton-issued laptop. Participation in the mobile device program is mandatory.

Devices are managed using specialized software and cloud-based servers. The software assists the academic technology staff with software installation and updates, preparation of laptops for testing, and location and security of lost devices. Academic technology staff are centrally located to answer questions and troubleshoot.

Patient information may not be stored on university issued devices unless those devices meet university security standards applicable to patient data (for example, whole disc encryption).

#### 8.2.11.2. Personal Electronic Devices

Patient information may not be stored on personal devices unless those devices meet university security standards applicable to patient data (for example, whole disc encryption).

#### 8.2.11.3. Social Media Use

With the advent of social media came an increase in claims against health care workers and health professions students for violating HIPAA and professionalism standards. The PA Program will apply HIPAA privacy rules and professionalism standards to any online postings by students and students will be held responsible for all information posted in their social media accounts. Students are encouraged to be positive professionals. Students should never post about individual patients or patient encounters online.

## 9. Evaluation and Remediation

### 9.1. Faculty Advisors

Each student will be assigned a Faculty Advisor upon matriculation to the PA program. The Faculty Advisor will be a member of the PA faculty. The responsibilities of Faculty Advisors include, but are not limited to:

- Advocate for the student
- Monitor students' academic progress and professional behavior
- Academic advisement and consultation
- Advise the student on available campus and off-campus resources
- Timely referral of the student to academic, health or student counseling services
- Consult with the student on any Program policies, requirements, expectations or concerns

Upon enrollment, students are expected to make an appointment with their Faculty Advisor for an introductory session. Students will be informed of office hours, preferred methods of contact, schedules and other pertinent information at this visit. Faculty Advisors may be consulted by the student for any reason. Advisors are considered advocates for the student and students should attempt to get to know their Faculty Advisor early in their academic career. Students are encouraged to contact their advisor at the first indication of difficulty, either academic or personal, so that the Advisor can work with the student to best determine how to proceed forward to best position the student for success.

Faculty Advisors are required to contact students when academic or professionalism behavior is falling below the program's expectations. These meetings are considered mandatory, and students should make every effort to respond to the Advisor at their earliest possible convenience. Timely response to the Faculty Advisor is considered an issue of professionalism and should be a high priority for students.

## 9.2. Evaluation of Student Academic Performance

The faculty will evaluate a student's performance to determine if the student displays adequate knowledge, skills, values and attitudes and is meeting the program standards for academic progress. By entering the program, students agree that the program faculty shall be the sole judges of performance in both academic and non-academic areas.

### 9.2.1. Didactic Phase Evaluation

During the Didactic Phase of the program, student academic performance will be monitored by the individual Course Directors, the student's Faculty Advisor, the PA Program's Director of Curriculum and the Student Advancement Committee. Evaluation of student academic performance will include the review of student performance on all assessment measures within each course in the curriculum as well as faculty evaluation of the student based on the program-defined Entrustable Professional Activities (EPAs).

### 9.2.2. Clinical Phase Evaluation

During the Clinical Phase of the program, student academic performance will be monitored by individual SCPE preceptors, the student's Faculty Advisor, the Clinical Phase team (Chief Clinical Director, Clinical Coordinator, Clinical Phase administrative staff) and the Student Advancement Committee. Evaluation of student academic performance measures in the Clinical Phase will include the review of preceptor evaluations (based upon the EPAs), student logging data and performance on the End of Rotation Examinations, and performance on any seminar series evaluations and assessments.

### 9.2.3. Remediation of Unsatisfactory Academic Performance

#### 9.2.3.1. Didactic Phase Consequences

During the Didactic Phase of the program, the Course Directors are responsible for monitoring and reporting individual student performance to the Program. The Director of Curriculum and faculty advisors will provide ongoing monitoring of student performance. If a student is not meeting academic standards outlined in the course syllabus, the Course Director will work with the student and the PA program to identify and remediate potential learning and performance issues and the student will be provided timely access to academic counseling services, if needed.

At the mid-point of each course during the Didactic Phase, student academic performance will be reviewed by the Director of Curriculum and any student who is failing to meet academic standards or who is falling below academic standards will be sent an Academic Letter of Warning outlining the steps required for the student to take to maximize their chances of successfully passing the course. This may include, but is not limited to, remediation work with the Course Director, meetings with the student's Faculty Advisor, meetings with Student Academic Counselors or

appointments with Student Counseling Services to address personal issues that may affect the student's work.

If a student fails a course during the Didactic Phase of the Program, he or she will be referred to the Student Advancement Committee. The Student Advancement Committee will convene a meeting within 10 calendar days of the course failure to review the student's academic record and to prescribe remedial actions or change of student status according to the PA program policies and procedures. The Student Advancement Committee holds responsibility for student advancement decisions, including recommendations of remediation, deceleration or dismissal from the program.

#### 9.2.3.2. Clinical Phase Consequences

During the clinical phase of the program, the Chief Clinical Director and members of the clinical education team are responsible for monitoring and reporting individual student performance to the Program. The Director of Curriculum and Chief Clinical Director will provide ongoing monitoring of student performance.

If a student is not meeting academic or professional standards outlined in program policies, the Chief Clinical Director will work with the student and the PA program to identify and remediate potential learning and performance issues and the student will be provided timely access to academic counseling services, if needed.

At the mid-point of each SCPE, student academic performance will be reviewed by the student and preceptor and recorded on a mid-term evaluation of the student. Any student who is failing to meet academic standards will be contacted by the Chief Clinical Director to discuss outlining the steps required for the student to take to maximize their chances of successfully passing the course. This may include, but is not limited to, remediation work with the preceptor, meetings with the student's Faculty Advisor, meetings with Student Academic Counselors or appointments with Student Counseling Services to address personal issues that may affect the student's work.

If a student fails a course or SCPE during the clinical phase of the program, he or she will be referred to the Student Advancement Committee. The Student Advancement Committee will convene a meeting (normally within 10 calendar days of the course failure) to review the student's academic record and to prescribe remedial actions or change of student status according to the PA program policies and procedures. The Student Advancement Committee holds responsibility for student advancement decisions, including recommendations of remediation, deceleration or dismissal from the program.

### 9.3. Evaluation of Student Professional Performance

#### 9.3.1. Didactic Phase Evaluation

During the Didactic Phase of the program, student professional performance will be monitored by Course Directors, PA Program faculty and the student's Faculty Advisor, Evaluation of student professional performance will include the review of student behaviors in all aspects of the curriculum, including Entrustable Professional Activities (EPAs). Faculty Advisors will complete Professionalism Evaluations twice per semester throughout the Didactic Phase of the program. Additional Professionalism Evaluations will be completed as the need arises, if unprofessional behavior is noted. Academic dishonesty is considered an unacceptable professional behavior.

#### 9.3.2. Clinical Phase Evaluation

During the Clinical Phase of the program, student professional performance will be monitored by individual SCPE preceptors, the Clinical Phase team (Chief Clinical Director, Clinical Coordinator, Clinical Phase administrative staff) and the Student Advancement Committee. Preceptor evaluations of students include components of professional behavior. Evaluation of student professional performance measures in the Clinical Phase will include the review of preceptor evaluations (based upon the EPAs), student logging data and performance on any seminar series evaluations and assessments.

#### 9.3.3. Remediation of Unsatisfactory Professional Performance

If a student does not meet professionalism expectations of professional behavior outlined in program policies at any time while enrolled in the PA program, PA Program faculty will meet with the student and any parties involved to immediately identify and plan for the remediation of unprofessional behavior. Upon report of unprofessional student behavior, PA program faculty and/or the student's faculty advisor will assess the severity of the behavior and will select:

a) Informal Remediation: PA Program faculty will discuss the unprofessional behavior with the student, recommend behavioral modification with specific direction regarding expectations for curbing undesirable behavior and follow up with the student and any instructors, course directors or preceptors who may be involved in the student's ongoing professional evaluation. Informal remediation will be documented by the PA program faculty. Any student who incurs repeated incidents of unprofessional behavior requiring informal remediation may be referred for formal remediation or directly to the Student Advancement Committee.

b) Formal remediation: If the PA faculty determines that the student's unprofessional behavior is: egregious; disrupts the learning environment; or threatens the health, well-being or safety of the student or others; the student will be placed into formal remediation. In formal remediation, the student will be provided with written information regarding specific undesirable behaviors that must be modified; a specific

behavioral modification plan; formal plan for follow up evaluation of behavior; and a Professional Warning Letter will be issued to the student. If evidence of undesirable behavior continues after the period of remediation and follow up specified in the Professional Warning Letter, the student will be referred to the PA Program Student Advancement Committee for a hearing.

The Student Advancement Committee will convene a meeting within 10 calendar days of the referral. The student in question will be required to attend a hearing of the Student Advancement Committee to discuss his or her unprofessional behavior. The student will also be allowed to submit a written rebuttal or documented evidence to support his or her case. The Committee will then review the records pertaining to the student's unprofessional behavior and determine the next course of action. The Student Advancement Committee may recommend actions, including, but not limited to: further remediation, deceleration or dismissal from the program.

#### 9.4. Student Advancement

It is the responsibility of the Student Advancement Committee to make decisions and recommendations regarding student advancement, remediation, deceleration and dismissal based upon each student's academic and professional performance.

##### 9.4.1. Advancement

Students who satisfactorily complete all required components of each phase of the program will be recommended for advancement to the next stage of the program by the Student Advancement Committee. Satisfactory completion of courses and rotation requires that the student has achieved a Pass (P) or Honors (H) and has satisfactorily completed all non-graded course and program requirements.

##### 9.4.2. Remediation

In some circumstances, the Student Advancement Committee may determine that a student who does not pass a course or SCPE may be eligible for remediation and/or repetition of a course, SCPE or some combination of the program's curricular components. The Committee will provide specific written recommendations regarding the components of the student's individualized remediation plan. The Committee will base the student remediation plan upon identified areas of gaps in knowledge, skills or development.

##### 9.4.3. Deceleration

Remediation may include the repetition of certain components of the Program's curriculum. Because the curriculum is tightly sequenced and each component builds upon the last, repetition of curricular components may require that a student decelerates his or her progress through the curriculum. A student who must decelerate to complete his or her remediation plan may be required to temporarily withdraw from the program until the course or SCPE in question can be repeated. Students should note that deceleration may have financial aid impact and students are responsible for the

incurance of any additional financial burden caused as a result of deceleration. No student may withdraw for any reason for more than one calendar year. Students should also be aware of the 48-month limit for completing the program, as outlined in section 6.7 of this document.

## 10. Graduation Requirements

### 10.1. Requirements

To graduate from the Creighton University PA Program, students must successfully complete all of the following:

- Complete all required and elective courses and SCPEs with a grade of Satisfactory (S) or Honors (H)
- Satisfactorily complete all non-graded components of the curriculum
- Be in good professional standing with the Program.
- 

### 10.2. Conferral of Degree

Students who graduate from the Creighton University Physician Assistant Program are awarded a Master of Physician Assistant Studies Degree. Program graduates are qualified to sit for the Physician Assistant National Certifying Examination administered by the National Commission on Certification of Physician Assistants.

### 10.3. Awarding Degrees With Honors

Students graduating from the PA Program with outstanding performance may be eligible to graduate summa cum laude, magna cum laude or cum laude status.

- Summa Cum Laude: Students completing greater than or equal to 75% of coursework and SCPEs with Honors
- Magna Cum Laude: Students completing greater than or equal to 60% of courses and SCPEs with Honors
- Cum Laude: Students completing greater than or equal to 50% of coursework and SCPEs with Honors.

## 11. Student Health, Wellness & Safety

### 11.1. Student Health Issues

#### 11.1.1. Blood and body fluid exposure

All efforts will be made to minimize students' risk of exposure to infectious or hazardous environmental agents. OSHA rules will be followed in all laboratory settings. It is the program's expectation that in all laboratory and clinical settings, sterile procedures and universal precautions will be followed. It is understood, however, that when working in a health care environment, it is impossible to eliminate all risk of exposure.

Exposure is defined as, but not limited to, percutaneous (i.e., through the skin) injury or contact of mucous membranes, skin, or eyes with blood, tissues, or other body fluids. Skin exposure occurs when exposed skin is chapped, abraded, or afflicted with dermatitis (i.e., inflammation of the skin) or the contact is prolonged or involving an extensive area.

Significant exposure to blood or other body fluid is defined as specific eye, mouth, or other mucous membrane, nonintact skin, or parenteral (i.e., injection, needle stick) contact with blood or other materials known to transmit infectious diseases.

Initial Response:

In case of suspected exposure to blood or body fluids in the academic or clinical setting, the exposed individual should:

- STOP current activity.
- CLEANSE any wound with soap and water. Flush eyes with water after any splash exposure.
- SEEK evaluation and treatment, ideally within one hour of exposure
- REPORT to your supervisor/faculty and the appropriate facility/institutional supervisor.

Secondary Response:

After the initial response, the individual should follow the process defined below based on the facility in which the possible exposure incident occurred.

#### 11.1.1.1. Exposures at CHI facilities

- Locate the “Red Folder,” which is available in all clinical settings
- Call the “OUCH” line 402-717-OUCH (6824) for directions
- Submit CHI Incident Report form or Creighton HR 24 Incident Report Form (found at <https://www.creighton.edu/finance/riskmanagement/forms/>) to Creighton Risk Management (either via fax to 402-280-5780 or via encrypted e mail to [risk@creighton.edu](mailto:risk@creighton.edu)).

#### 11.1.1.2 Exposures at Health Events on Campus

- Locate the “Red Folder” which is available in all clinical settings
- Call the “OUCH” line 402-717-OUCH (6824) for directions
- Submit Creighton HR 24 Incident Report Form (<https://www.creighton.edu/finance/riskmanagement/forms/>) to Creighton Risk Management (either via fax to 402-280-5780 or via encrypted e mail to [risk@creighton.edu](mailto:risk@creighton.edu)).

#### 11.1.1.3 Exposures at all other facilities/clinical sites

- Follow facility’s protocol. Where there is no facility specific protocol, students should request the procedure for patient testing. The student exposed should receive baseline testing at the local Emergency Department.
- Laboratory testing recommended: Source patient- Rapid HIV, Hepatitis B Surface Antigen, Hepatitis C Antibody

- Person exposed (baseline testing) - HIV 1 and 2 Ag/Ab, Hepatitis B (if antibody status unknown), and Hepatitis C Surface Antibody.
- Send a copy of the facility's incident report form or Creighton's HR 24 Incident Report form (<https://www.creighton.edu/finance/riskmanagement/forms/>) to Risk Management (either via fax to 402-280-5780 or via encrypted email to [risk@creighton.edu](mailto:risk@creighton.edu))

#### 11.1.1.4 Refusal of Evaluation and Treatment

The supervisor shall advise the individual of the risks/benefits of evaluation and diagnostic testing. If the exposed individual refuses to seek evaluation and diagnostic testing, the refusal of evaluation and diagnostic testing shall be noted on the incident report form and signed by the individual. A copy of the facility's incident report form or Creighton's HR 24 Incident Report Form (<https://www.creighton.edu/finance/riskmanagement/forms/>) shall be sent to Risk Management (either via fax to 402-280-5780 or via encrypted email to [risk@creighton.edu](mailto:risk@creighton.edu)).

#### 11.1.1.5 Source Testing

Any requests to test the source patient must be made to the clinical facility where the incident occurred. Normally, the person who was exposed will not be the person requesting test permission from the source patient. The on-site supervisor is the preferred person to request consent from the source patient. Source patients have the right to refuse testing or sharing test results with persons exposed. Any such refusal shall be documented in the Incident Report.

#### 11.1.1.6 Payment for Evaluation and Treatment

The facility will incur expense for source patient testing. Student testing expenses at CHI facilities will be sent to CU Risk Management. Student testing expenses will be dictated by that facility's procedures. All full-time Creighton students are required to have comprehensive inpatient and outpatient health insurance and testing should be covered by the student's insurance. Charges for evaluation and treatment should be submitted to the student's health insurance. Prescribed initial diagnostic testing and initial prophylactic treatment, which is not paid by the student's insurer, will be paid for by the School of Medicine until the source test results are received, but for no longer than five (5) business days. This includes payment for any student co-pays and deductibles incurred during the first five days after initial diagnostic testing and initiation of prophylactic treatment. All other evaluation and treatment services and/or prophylactic treatments ordered are the responsibility of the student or his/her insurer.

### 11.1.2. Immunizations

Creighton University requires all health sciences students to have certain immunizations. Creighton policy may be found at <https://www.creighton.edu/chc/studenthealthservices/immunizationrequirements/>. Prior to matriculation, a complete health history must be provided along with verification of the immunizations listed below.

Students must also meet requirements of each assigned clinical rotation site and thus may need additional immunizations or screenings, if required by that site. Students who elect an international clinical rotation may have additional immunization requirements and must review and comply with the CDC traveler's website: <http://wwwnc.cdc.gov/travel> to determine addition necessary immunizations as well as review and comply with any travel advisories.

- MMR - Two doses of Measles, Mumps, Rubella (MMR) vaccine with the first given at 12 months of age or older and the second given at least one month after the first dose *or* documentation of a positive antibody titer proving immunity is acceptable for each disease. History of the disease does not meet the requirement.
- Varicella (Chicken Pox) immunity – Either a positive antibody titer (Varicella IgG) showing immunity *or* a series of two doses of Varicella vaccine administered 4 weeks apart. History of illness does not meet the requirement.
- Diphtheria, Pertussis, and Tetanus immunity –Completion of a three-dose series. One dose must be a Tdap vaccine given after licensure in 2005. Td vaccine must be administered every 10 years thereafter.
- Polio vaccine series – No longer a requirement as of January 2016.
- Hepatitis B immunity – Documentation of a vaccine series (3-vaccine series) and a positive Hepatitis B antibody titer.
- Meningococcal conjugate vaccine – One dose of meningococcal vaccine.
- The following are required annually:
  - Annual Tuberculin skin test (PPD) – Initial 2-step screening includes two separate PPD skin tests given and read at least 1 week apart or 2 tests in a 12-month period. Annual PPD screening is required after the 2-step requirement has been met. Students with a history of a positive skin test will be required to have a chest xray within the past 12 months or Annual Provider Review/QuantIFERON Gold blood test.
  - Annual influenza vaccine prior to December 1 each year.

Vaccinations not required, but highly recommended (consult with your physician) include:

- Hepatitis A
- Pneumococcal
- Human Papilloma Virus vaccine series

No student will be allowed to matriculate into the Program or advance to the next academic year unless the student provides evidence to the Office of Student Affairs or Creighton University Center for Health and Counseling that he/she has the necessary health insurance and immunizations as required by the University and the School of Medicine. If it is determined that a student does not have the appropriate health insurance and/or immunizations at any time, the student will be withdrawn from all courses, clerkships, or electives until he/she provides evidence that the deficiency is corrected.

Note: Requirements are based upon current CDC recommendations for health professionals. If recommendations change, students will be notified and the Program requirements will change accordingly. Students will be expected to comply with updated regulations and update their immunizations accordingly. Failure to comply with these requirements may result in a professional warning and withdrawal from clinical observations or rotations as well as removal from the program.

#### 11.1.3. Health Insurance

Creighton University requires that all full-time students be covered by a comprehensive health insurance plan for the entire academic year. Students are automatically enrolled in the University's Student Health Insurance Plan each year of enrollment. New and returning students are auto-enrolled in the University-sponsored Student Health Insurance Plan. If a student already has a comprehensive insurance plan, he/she must waive the coverage through the NEST. The on-line waiver process begins each July 1st and continues through the deadline of September 11th. The premium for the University-sponsored Student Health Insurance Plan will remain on the student's account unless the waiver process is completed before the deadline. When Student Health Services becomes aware of a lapse in the student's insurance coverage, the student will be automatically enrollment in the University-sponsored Student Health Insurance Plan and the tuition statement will reflect a charge for the entire premium. This information is required on an annual basis.

Available at Creighton Student Health, Harper 1034 Phone: (402) 280-2735 or online at <https://www.creighton.edu/chc/studenthealthservices/healthinsurance/>.

Proof of current health insurance coverage must be placed on file with the Program and updated when expired or changed. Expenses related to any illness or injury (including needle stick or blood borne pathogen exposure) are the responsibility of the student, not of the preceptor on rotation, faculty or the PA program.

<https://www.creighton.edu/chc/studenthealthservices/healthinsurance/>

#### 11.1.4. Health Records

Health records for students are confidential and maintained by Creighton Student Health. Student Health records are kept separate from other Program and University files and are not accessible by PA Program Faculty or Staff absent written authorization from the student. Student Health will verify that the student has met institution and program health screening and immunization requirements. Verification that the student has met these requirements will be provided to the program and placed in the student's academic record.

### 11.2. Student Wellness

#### 11.2.1. Student Health Center

Creighton University's Center for Health and Counseling provides comprehensive health services. The Center is located in Harper 1034 and can be reached by calling 402-280-2735. More information and hours of service can be found online here:

<https://www.creighton.edu/chc/>

#### 11.2.2. Counseling and Psychological Services

Multiple resources are available to Creighton PA students for counseling and psychological resources. Creighton's Center for Health and Counseling services is in the Harper Center, Rm 1034. Appointments can be made in person or by phone (402-402-280-2735). These services are also available through the Anxiety Resource Center at 1702 E. Highland Avenue, Suite 138 in Phoenix, Arizona. Services may be arranged by telephoning (602) 604-9440. Students on clinical rotations in other areas who need counseling and psychological services may request assistance in locating and scheduling appointments from the Office of Student Affairs by calling 402-280-2905. Confidential information is not shared with parties outside the Center, including faculty and staff of the PA Program, without express written consent from the student, unless there is clear and imminent danger to the student or society.

The School of Medicine recommends that students in need of psychiatric services see a professional that is not involved in the evaluation and/or promotion of our students. Creighton University School of Medicine students may be referred by the Dean of Student Affairs to a consulting psychiatrist at Creighton University Center for Health and Counseling or another clinician to which the student has convenient geographical access and who is covered by the student's insurance plan.

Additional health and wellness information is also available on the eWellness site in Blueline and at the Student Health Services website:

<https://www.creighton.edu/chc/studenthealthservices/healthwellnesseducation/>.

### 11.2.3. Chaplain

The School of Medicine chaplain is available to discuss and advise students on spiritual concerns. The chaplain may be contacted at 402-280-4755 in Omaha and at 602-989-2246 in Phoenix.

### 11.2.4. Kiewit and Rasmussen Physical Fitness Centers

The Kiewit Physical Fitness Center and Rasmussen Center are available for use by all full-time students. More information on the hours and locations of the fitness centers can be found at <https://www.creighton.edu/studentlife/recreationwellness/>.

## 11.3. Service Opportunities

Students are encouraged to participate in a variety of community service opportunities that include the student-run Magis Clinic, Project CURA, Habitat for Humanity, Siena-Francis House, Make-a-Wish run, Girls, Inc., Boys and Girls Club, Seventy5North, Magdalene House and others. More information on student service opportunities, contact Professor Erin Hoffman at 402-280-4119 or the [Schlegel Center for Service and Justice](#) at 402-280-1290.

## 11.4. Ethical and Religious Directives for Catholic Health Care Services

Creighton University School of Medicine adheres to the United States Conference of Catholic Bishops Ethical and Religious Directives for Catholic Health Care Services, Fifth Edition. For more information on these, please go to: <http://www.usccb.org/issues-and-action/human-life-and-dignity/health-care/upload/Ethical-Religious-Directives-Catholic-Health-Care-Services-fifth-edition-2009.pdf>

## 11.5. Policy on Student Work

The curriculum of the PA program requires the full time and energy of all PA students. Since it is believed that outside work of any kind interferes greatly with education, such work is strongly discouraged

To avoid conflicts with the professional and educational objectives of the PA Program, the following policy shall be in effect with regard to student work.

- Students may not be hired as employees for any private or public practice, clinic or institution to perform any medical services during any time they are part of the Physician Assistant Program, including during the time the student is under the sponsorship of a specific practice, clinic or institution during a SCPE.
- Students may not take the responsibility or place of qualified staff in any medical or instructional setting.
- Students are not allowed to work in a paid or volunteer capacity for the PA program
- Students may not be given any payments, stipends or other remuneration for medical services performed as part of the Physician Assistant Program.
- Students may not substitute for or serve as instructional faculty while enrolled in the program.
- Students may volunteer their medical services to charitable, humanitarian or community service organizations when such services are assigned or approved within the Physician Assistant Program.

#### 11.6. Campus Safety

Creighton University maintains a robust Public Safety department which provides comprehensive services and education for students on its Omaha campus. Creighton University Department of Public Safety is headquartered in the west end of the Schneider Building, which is located on the east side of 23rd and Burt Streets. The Public Safety office is open and available to students 24 hours a day, 7 days a week, 365 days a year by calling 402-280-2911. Officers are trained in CPR and first-aid along with being first responders to campus emergencies. Officers patrol academic and resident buildings, parking lots, and outlying areas of campus on foot, on bicycle and in vehicles and provide prevention programs intended to educate the Creighton community in personal and property safety. Students who do not feel safe can call Public Safety to request an escort to another location on campus.

Emergency blue light phones are placed about campus for student use in case of emergencies. A map of blue light locations can be found here:

[http://typo3.creighton.edu/fileadmin/user/AdminFinance/PublicSafety/docs/Campus-Emerg-Phones\\_updated\\_1\\_24\\_18.pdf](http://typo3.creighton.edu/fileadmin/user/AdminFinance/PublicSafety/docs/Campus-Emerg-Phones_updated_1_24_18.pdf).

Creighton University maintains a confidential reporting line for reporting safety concerns for any student, faculty or staff member. Any Creighton students wishing to file a confidential report can call 402-280-4400. More information on campus safety can be found online at <https://www.creighton.edu/admin/publicsafety/>

In Phoenix, Dignity Health, St. Joseph's Hospital has a 24-hour Public Safety department. If you would like an escort from the hospital to your vehicle or if you have any other security need or concern, call the hospital operator by dialing 602-406-3000 ext. 4632 or "0" on any house phone and ask for Security. In an emergency, dial 4-4-4 and the operator will pick up immediately.

#### 11.7. Parking

Students must comply with parking rules both at Creighton University and all clinical sites. Creighton automatically assesses a parking fee at registration. If a student does not want a parking permit, he/she must notify Creighton Public Safety to remove the charge.

Students completing clinical rotations in the Phoenix regional network may park in Parking Lot 8 (PL8) for free, which is directly across from the Peppertree Building. Student have the option of receiving a metro pass in lieu of a parking permit, which must be used a minimum of 20 times per month for it to remain active.

More information on parking, including permit costs, citations and parking maps, can be found at:

<http://typo3.creighton.edu/admin/publicsafety/parkinginformation/studentandfacultystaffparkinginformation/>

## **Appendix 1 – Learning Outcomes and Entrustable Professional Activities**

The Creighton University Physician Assistant Program has adopted the following Student Learning Outcomes which align with the NCCPA Core Competencies and the AAMC Domain Competencies. The PA Program integrated curriculum is designed to integrate Entrustable Professional Activities (EPA) as the framework for assessment of the learning outcomes.

Upon completion of the PA program, the student will demonstrate competency in each of the Student Learning Outcomes.

### **Student Learning Outcomes**

- 1. Patient Care (PC)**
- 2. Medical Knowledge (MK)**
- 3. Practice-Based Learning and Improvement (PBLI)**
- 4. Interpersonal and Communication Skills (ICS)**
- 5. Professionalism (P)**
- 6. Systems-Based Practice (SBP)**

### **Entrustable Professional Activities**

#### **EPA 1: Gather a history and perform a physical examination**

- Patient Care
  - PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests
- Medical Knowledge
  - MK 1: Demonstrate an investigatory and analytic approach to clinical situations
- Interpersonal and Communication Skills
  - ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
  - ICS 7: Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions
- Professionalism
  - P 1: Demonstrate compassion, integrity, and respect for others
  - P 3: Demonstrate respect for patient privacy and autonomy
  - P 5: Demonstrate sensitivity and responsiveness to a diverse population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation

## **EPA 2: Prioritize a differential diagnosis following a clinical encounter**

- Patient Care
  - PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests
  - PC 4: Interpret laboratory data, imaging studies, and other tests required for the area of practice
- Medical Knowledge
  - MK 2: Apply established and emerging biophysical scientific principles fundamental to health care for patients and populations
  - MK 3: Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care
  - MK 4: Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- Interpersonal and Communication Skills
  - ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
- Practice-based Learning and Improvement
  - PBLI 1: Identify strengths, deficiencies, and limits in one's knowledge and expertise

## **EPA 3: Recommend and interpret common diagnostic and screening tests**

- Patient Care
  - PC 4: Interpret laboratory data, imaging studies, and other tests required for the area of practice
  - PC 5: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, and up-to-date scientific evidence, and clinical judgement
  - PC 7: Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
  - PC 9: Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health
- Medical Knowledge
  - MK 1: Demonstrate an investigatory and analytic approach to clinical situations
  - MK 4: Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations

- Practice-based Learning and Improvement
  - PBLI 9: Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
- Systems-Based Practice
  - SBP 3: Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

#### **EPA 4: Enter and discuss orders and prescriptions**

- Patient Care
  - PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests
  - PC 5: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, and up-to-date scientific evidence, and clinical judgement
  - PC 6: Develop and carry out patient management plans
- Practice-based Learning and Improvement
  - PBLI 1: Identify strengths, deficiencies, and limits in one's knowledge and expertise
  - PBLI 7: Use information technology to optimize learning
- Interpersonal and Communication Skills
  - ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- Systems-based Practice
  - SBP 3: Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

#### **EPA 5: Document a clinical encounter in the patient record**

- Patient Care
  - PC 4: Interpret laboratory data, imaging studies, and other tests required for the area of practice
  - PC 6: Develop and carry out patient management plans
- Interpersonal and Communication Skills
  - ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
  - ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
  - ICS 5: Maintain comprehensive, timely, and legible medical records
- Systems-based Practice
  - SBP 1: Work effectively in various health care delivery settings and systems
- Professionalism
  - P 4: Demonstrate accountability to patients, society, and the profession

## **EPA 6: Provide an oral presentation of a clinical encounter**

- Patient Care
  - PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests
- Interpersonal and Communication Skills
  - ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
  - ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
- Professionalism
  - P1: Demonstrate compassion, integrity, and respect for others
  - P3: Demonstrate respect for patient privacy and autonomy
- Practice-based Learning and Improvement
  - PBLI 1: Identify strengths, deficiencies, and limits in one's knowledge and expertise

## **EPA 7: Form clinical questions and retrieve evidence to advance care**

- Medical Knowledge
  - MK 3: Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care
  - MK 4: Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- Interpersonal and Communication Skills
  - ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
- Practice-based Learning and Improvement
  - PBLI 1: Identify strengths, deficiencies, and limits in one's knowledge and expertise
  - PBLI 3: Identify and perform learning activities that address one's gap in knowledge, skills, or attitudes
  - PBLI 6: Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems
  - PBLI 7: Use information technology to optimize learning
  - PBLI 9: Obtain and utilize information about individual patients, populations of patients, or communities for which patients are drawn to improve care

### **EPA 8: Give or receive a patient handover to transition care responsibility**

- Patient Care
  - PC 8: Provide appropriate referral of patients including ensure continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes
- Interpersonal and Communication Skills
  - ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
  - ICS 3: Work effectively with others as a member of the health care team
- Practice-based Learning and Improvement
  - PBLI 5: Incorporate feed back into daily practice
  - PBLI 7: Use information technology to optimize learning
- Professionalism
  - P 3: Demonstrate respect for patient privacy and autonomy

### **EPA 9: Collaborate as a member of an interprofessional team**

- Interpersonal and Communication Skills
  - ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
  - ICS 3: Work effectively with others as a member of the health care team
  - ICS 7: Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions
- Professionalism
  - P1: Demonstrate compassion, integrity, and respect for others
- Systems-based Practice
  - SBP 2: Coordinate patient care within the health care system

### **EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management**

- Patient Care
  - PC 1: Perform all medical, diagnostic, and procedures considered essential for the area of practice
  - PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests
  - PC 3: Organize and prioritize responsibilities to provide care that is safe, effective, and efficient

- PC 4: Interpret laboratory data, imaging studies, and other tests required for the area of practice
- PC 5: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, and up-to-date scientific evidence, and clinical judgement
- PC 6: Develop and carry out patient management plans
- Interpersonal and Communication Skills
  - ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
  - ICS 6: Demonstrate sensitivity, honesty, and compassion in difficult conversations (e.g., death, end-of-life care, adverse events, bad news, disclosure of errors)

**EPA 11: Obtain informed consent for tests and/or procedures**

- Patient Care
  - PC 3: Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
  - PC 6: Develop and carry out patient management plans
  - PC 7: Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
- Interpersonal and Communication Skills
  - ICS 1: ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
  - ICS 5: Maintain comprehensive, timely, and legible medical records
  - ICS 7: Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions
- Systems-based Practice
  - SBP 3: Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

**EPA 12: Perform general procedures of a physician assistant**

- Patient Care
  - PC 1: Perform all medical, diagnostic, and procedures considered essential for the area of practice
  - PC 7: Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
- Interpersonal and Communication Skills
  - ICS 5: Maintain comprehensive, timely, and legible medical records

- ICS 6: Demonstrate sensitivity, honesty, and compassion in difficult conversations (e.g., death, end-of-life care, adverse events, bad news, disclosure of errors)
- Professionalism
  - P 6: Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant practice la
- Systems-based Practice
  - SBP 3: Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

**EPA 13: Identify system failures and contribute to a culture of safety and improvement**

- Medical Knowledge
  - MK 1: Demonstrate an investigatory and analytic approach to clinical situations
- Practice-based Learning and Improvement
  - PBLI 4: Systematically analyze and practice using quality-improvement methods and implement changes with the goal of practice improvement
  - PBLI 10: Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have demonstrated to improve outcomes
- Interpersonal and Communication Skills
  - ICS 2: Communicate effectively with colleagues within one’s profession or specialty, other health professionals, and health-related agencies
- Professionalism
  - P 4: Demonstrate accountability to patients, society, and the profession
- Systems-based Practice
  - SBP 4: Advocate for quality patient care and optimal patient care systems
  - SBP 5: Participate in identifying system errors and implementing potential systems solutions