

Le Moyne College Department of Physician Assistant Studies Policies and Procedures Table of Contents

| | |
|--|----|
| Le Moyne College Department of Physician Assistant Studies Policies and Procedures Table of Contents | 1 |
| Le Moyne College Department of Physician Assistant Studies Policies and Procedures .. | 3 |
| Admissions | 3 |
| Advanced Standing | 3 |
| Non-Discrimination..... | 3 |
| ADA Statement | 4 |
| Identification | 4 |
| Criminal Background Clearance and Drug Screening | 4 |
| Health Requirements | 5 |
| History and physical examination | 5 |
| Health Requirements for Clinical Rotations | 5 |
| Health Service | 5 |
| Health Insurance..... | 5 |
| Immunizations and Screening | 5 |
| Communicable disease precautions | 6 |
| Exposures policy | 8 |
| Latex Allergy..... | 9 |
| Illness | 10 |
| Pregnancy..... | 11 |
| Readmission to the program or clinical rotation following illness, injury, or pregnancy | 11 |
| Other Absences | 12 |
| Technical Standards | 13 |
| Behavioral objectives | 18 |
| Professional Behavior | 18 |
| Professional Expectations | 19 |
| Cultural Competence Goals | 20 |
| Classroom Etiquette | 21 |
| Academic Standing | 21 |
| Grades..... | 21 |
| Technical and Professional Behavior Standards | 22 |
| Promotions Committee: Progression and Graduation..... | 22 |
| Academic Standing and Deceleration | 22 |
| Grade Grievance Procedures..... | 24 |
| Academic Advisement | 24 |
| Academic Standards (Honor Code)..... | 25 |
| Attendance and Timeliness | 25 |
| Personal Grooming and Attire..... | 26 |
| Communications, E-mail and “Netiquette” | 26 |
| Cell Phones..... | 26 |
| Laptop Computers | 27 |
| Email | 27 |
| “Netiquette” | 27 |
| Miscellaneous Items | 28 |

| | |
|---|----|
| Grievances | 28 |
| Moonlighting | 29 |
| Weapons | 29 |
| Harassment Policies | 29 |
| Clinical Year | 30 |
| Student Expectations | 30 |
| Rotations..... | 30 |
| Attendance..... | 31 |
| Absences..... | 31 |
| Inclement Weather Policy | 32 |
| What to do if Problems Arise..... | 32 |
| Mid-Rotation Progress Reports from Preceptors | 32 |
| End-of-Rotation Evaluations from Preceptors | 33 |
| Site Visits | 33 |
| Call-back Days | 34 |
| Grades..... | 34 |
| Extenuating Circumstances | 35 |
| Physical Diagnosis Laboratory Rules | 36 |
| Anatomy Laboratory Rules | 37 |
| Respect and gratitude | 37 |
| Room maintenance..... | 37 |
| Dressing for lab | 37 |
| Other..... | 37 |
| Anatomy Laboratory Waste Disposal Policies..... | 38 |
| Blood Borne Pathogen Training..... | 38 |
| Sharps | 38 |
| Red biohazard bags for Cadaver dissection and parts..... | 38 |
| Red biohazard bags for non-cadaver dissection and parts | 38 |
| Liquid phenol | 38 |
| Conference Room Rules..... | 39 |

Le Moyne College Department of Physician Assistant Studies Policies and Procedures

There are three documents that include the policies, procedures, rules, and regulations that apply to physician assistant students regarding academic, professional, and behavioral performance. These include the *Le Moyne College Catalog*, the *Le Moyne College Student Handbook*, and the *Le Moyne College Physician Assistant Student Handbook*. Taken as a whole, these documents should provide the student with the guidance necessary to survive and thrive in the Physician Assistant program. The Program has taken care to avoid discrepancies, but if you should encounter such a discrepancy or have questions or concerns regarding any policy in any of these three documents, please bring it to the Program Director's attention. *This document supersedes all previous Department of Physician Assistant Studies policies.*

Admissions

The Le Moyne College Catalog contains a full list of prerequisites for entering the Physician Assistant Program. This information is also available on the Physician Assistant Program web site at <http://www.lemoyne.edu/pa/PAprereqs.htm>. Application is through the Centralized Application Service for Physician Assistants (CASPA). After a review of all application materials, the Admissions Committee will invite qualified applicants to interview on campus. This interview consists of a group interview, individual interview, and a written essay. The Admissions Committee will select the applicants. The Program Director will then review all materials and recommend acceptance (for applicants who have completed all prerequisites and are highly recommended for admission), conditional acceptance (for applicants who need to complete prerequisites), wait-list (applicants who meet the minimum requirements and who may be offered acceptance if the best qualified candidates do not fill all available seats) and non-admission (applicants who do not meet minimum requirements or are non-competitive within the applicant pool). Applicants will generally be notified of their status within two weeks of the interview.

Advanced Standing

The Le Moyne College Physician Assistant Program does not grant advanced placement, give credit for required PAS courses, or accept transfer of credit for PA courses. Previous health care experience is required, but no credit for PAS courses is granted for that experience.

Non-Discrimination

Le Moyne College subscribes fully to all applicable federal and state legislation and regulations (including the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972 ("Title IX"); Section 504 of the Rehabilitation Act of 1973 ("Section 504"); the Americans With Disabilities Act ("ADA"); the Age Discrimination in Employment Act; the Age Discrimination Act; and the New York State Human Rights Law) regarding discrimination. The College does not discriminate against students, faculty, staff or other beneficiaries on the basis of race, color, gender, creed, age, disability, marital status, sexual orientation, veteran status, or national or ethnic origin in

admission to, or access to, or treatment or employment in its programs and activities. Le Moyne College is an Affirmative Action/Equal Opportunity Employer. For further information contact the College's Age Act, Title IX, and Section 504/ADA Coordinator: Assistant Vice President for Student Development and Multicultural Affairs, 315-445-4525 (voice), 315-445-4767 (facsimile).

ADA Statement

The College and Program do not discriminate based on disability. However, a student must be able to meet technical standards in order to progress and graduate from the program. We are committed to providing reasonable accommodations to students in order to help them achieve their goals.

According to the Le Moyne College Student Handbook, the Academic Support Center (ASC) arranges academic accommodations for students eligible for assistance under section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act. Students with physical, learning or emotional disabilities are encouraged to contact the director of disability support services as soon as possible in order to ensure that academic accommodations can be made in a timely manner. Students with temporary disabilities acquired as a result of illness or injury, who need academic accommodations, are also served by the ASC. Written documentation of a disability or temporary disability is required before academic accommodations are implemented. Non-academic services for students with disabilities are coordinated by the Assistant Vice President for Student Development and the Director of Housing. (445-4526).

Contact information for Disability Support Services:

Roger Purdy, *Director of Disability Support Services*

First Floor, Library

Phone 445-4118 , 445-4104

Fax 445-4642

http://www.lcmoyne.edu/academic_support_center/spneed.htm

Identification

Each student receives a photo identification card at orientation. This ID is to be worn during all clinical experiences, professional activities, and other times as required by the program. In addition, students will receive a special ID card with electronic access to labs and the science building. Access may be limited at certain times of the year, hours of the day, and classes in which the student is enrolled. Each student is responsible for replacement of this badge should it be lost.

Criminal Background Clearance and Drug Screening

Criminal background clearance may be required of all PA students. Le Moyne College will require payment for these background checks. A copy of this clearance will be maintained in the student's program file. The student should keep the original. If a background check identifies any history of criminal activity, the program is not responsible for any lost clinical placements resulting from this, and will not be responsible for establishing new sites specifically for that student.

Drug screening may be required by the program or clinical site in order to provide safe working and learning environments for student, faculty, staff, and patients.

Persons previously convicted of a felony are reviewed on a case-by-case basis for licensure as a physician assistant by the State of New York.

Health Requirements

History and physical examination

All students admitted to the Physician Assistant Program are required to submit a certificate of complete physical examination that indicates the student is capable of completing the educational program, including clinical rotations no later than six weeks prior to matriculation.

Health Requirements for Clinical Rotations

Because health information must be updated annually for participation in clinical rotations, all students (first and second year) must update their health information with the Le Moyne College Student Health Office no later than the end of the Spring semester. This must be done prior to the Health Office closing for the summer in order to continue in the program because health information for first year students expires just before beginning clinical rotations; once updated in the spring, it again expires before the last rotations for second year students. Failure to do so will result in delayed clinical rotations for the student, with delayed graduation.

Students must maintain and update the following for clinical rotations:

- Updated health assessment form (scheduled in the spring semester with the Student Health Services)
- Updated PPD
- Continued health insurance coverage

Health Service

The mission of the Student Health Services at Le Moyne College is to foster and maintain the good health of the students, to treat illnesses and injuries, and to educate students in preventative measures for a lifetime of optimal health. Any student in need of health care is encouraged to use the Student Health Services on a walk-in basis. They also take appointments. There is no charge for use of the Student Health Service, but there may be a charge for some medications and laboratory fees.

Health Insurance

All students are required to carry health insurance and to provide proof to the program of that insurance. Graduate students may obtain health insurance through the College. Students are not covered under Workman's Compensation or any other policy by Le Moyne College or by any of our affiliated clinical sites.

Immunizations and Screening

There are several sources for the required immunizations for students entering the Le Moyne College PA Program: those required by the State of New York for all students, those required/suggested by the State of New York for all health care providers, and the recommendations from the CDC for adult immunization and immunization for health care providers.

Students must submit the following documentation: Proof of immunization for or immunity to the following:

- *Measles (Rubeola)*
You are required to have a titer drawn. The date it is drawn and the titer results must be documented on the health form. **A copy of the titer lab report must also be submitted to the Health Office.** If the results of the titer come back negative or equivocal you are required to receive 2 new vaccinations (MMR*) and record the vaccination dates. The 2 new MMRs must be administered at least 30 days apart. After you get the 2 new MMRs an additional titer is not required at this time. This is a NYS requirement.

- *German Measles (Rubella)*
You are required to have a titer drawn. The date it is drawn and the titer results must be documented on the health form. **A copy of the titer lab report must also be submitted to the Health Office.** If the results of the titer come back negative or equivocal you are required to receive an MMR and record the vaccination date. After you get the new MMR an additional titer is not required at this time.

- *Mumps*
You are required to have a titer drawn. The date it is drawn and the titer results must be documented on the health form. **A copy of the titer report must also be submitted to the Health Office.** If the results of the titer come back negative or equivocal you are required to receive an MMR and record the vaccination date. After you get the new MMR, an additional titer is not required at this time.
Note: MMR is the abbreviation for the Measles / Mumps / Rubella vaccination. There were separate vaccinations for measles and mumps that were used in the past. However, when the rubella vaccine was developed, these three vaccines were combined and are now called "MMR."

- *Chicken Pox (Varicella)*
You must provide proof of immunization dates OR the date that you had chicken pox (physician diagnosed) OR the date that you had a titer drawn and the results. **A copy of the titer lab report must also be submitted to the Health Office.** If the results of the titer come back negative or equivocal you are required to receive 2 follow-up Varicella vaccinations and record the dates they were given. After you get the new Varicella vaccination an additional titer is not required at this time.

- *Tetanus*
You must provide proof of having a tetanus booster within the last 10 years. It is highly recommended that you also have protection for diphtheria and pertussis; Tdap in the last 10 years is recommended.

- *Hepatitis B*
All health care providers need to have a series of Hepatitis B immunizations. In order to enroll in our Program, you must minimally show proof that the series has started. Since this series of immunization takes place over several months, you may not have the series completed by the time you begin classes. (In this case, an estimated completion date should be recorded.) If you would like to complete the series at the Le Moyne College Student Health Services, you must contact them before the fall semester begins. When the series is finished, you are required to

have a titer drawn no sooner than 30 days after you received the last vaccination. This date needs to be recorded as well as the results of the titer. **A copy of the titer lab report must also be submitted to the Health Office.** If the results of the titer come back negative or equivocal you are required to repeat the series after which an additional titer must be drawn no sooner than 30 days after the last vaccination was received. This date must be recorded.

- *Tuberculosis*
You must have a PPD prior to beginning your clinical rotations. The date the test was administered along with the product manufacturer, Lot #/expiration date must be recorded on your health form. Additionally, the date the skin test was read along with the results, in mm must be recorded. If and only if you have a history of a positive PPD the following information must be recorded: date of conversion, size of reaction, last chest X-ray, and any treatment you may have had for a positive PPD. For those testing positive the student must send a recent chest x-ray report. Usually no further chest x-ray is needed if student remains asymptomatic. Some sites may require a chest x-ray within one year of their rotation. Repeat PPD testing every 6 months or 3 months may be required by certain clinical sites.
- *Polio*
You must provide proof of completion of the polio series (OPV/IPV).
- *Meningococcal disease*
Le Moyne College is required to maintain a record of :
 - A response to receipt of information on meningococcal disease and vaccine information (Menomune), signed by the student, AND EITHER
 - A record of meningococcal meningitis immunization within the past 10 years OR
 - An acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student

According to the New York Department of Health, the following vaccinations are recommended, and may be required by some or all of our clinical sites:

- Hepatitis B: In accordance with the United States Department of Labor's Office of Safety and Health Administration (OSHA) regulation CPL 2-2.69, HCP who perform tasks that may involve exposure to blood or body fluids should receive a 3-dose series of hepatitis B vaccine at 0, 1, and 6-month intervals. HCP should be tested for hepatitis B surface antibody (anti-HBs) to document immunity 1 to 2 months after receiving dose #3.
- **Influenza: The standard of care in New York State (NYS) is that all HCP should receive an annual influenza vaccination.**
- Measles, Mumps, Rubella (MMR): All persons who work in health care facilities are required to be immune to measles and rubella according to NYS regulations. It is also recommended that HCP be immune to mumps.
- Meningococcal Meningitis: Vaccination is recommended for microbiologists who are routinely exposed to isolates of *N. meningitidis*.
- Tetanus/Diphtheria/Pertussis (Td/Tdap): It is recommended that all HCP be vaccinated with one dose of Tdap to protect themselves, their patients, other HCP

and the community against tetanus, diphtheria, and pertussis. Priority should be given to vaccination of HCP who have direct contact with infants aged <12 months.

- Varicella: It is recommended that all HCP be immune to varicella.

If a student objects to any of the above health requirements, s/he must discuss the objection with the Program Director and Clinical Coordinator. A waiver may be offered under certain circumstances. However, if such a waiver is granted, the student must take full responsibility for any exposure or development of illness related to such an exposure, including any financial loss. Consequences of exposure to an illness to which a student has not been immunized may include chronic illness, loss of income, inability to complete the program, inability to practice professionally, or death. It may also expose an unborn fetus to risk in a pregnant student. These waivers may limit clinical site options.

Titers: Whenever a titer is required, Student Health Services will need a copy of the lab work.

Further information may be found at

http://www.health.state.ny.us/prevention/immunization/recommendations/2007-12-20_hcp_advisory.htm

<http://www.cdc.gov/mmwr/pdf/wk/mm5641-Immunization.pdf>

If you need any addition clarification, please contact Elaine Taylor, RN in Health Services at 315-445-4440.

Communicable disease precautions

HIV and other Blood-Born Pathogens

Students must recognize that they may be exposed to a variety of infectious diseases. To protect against exposure to HIV and other infectious diseases, all students will be instructed in the use of universal precautions. While on clinical rotations, students will treat all body fluids as if infected. These requirements reflect federal law instituted by OSHA.

Exposures policy

A student must report any exposure to body fluid (puncture, cut, splash, etc.) to the appropriate person at the site **and** the Clinical Coordinator (or PA Program Office if the Clinical Coordinator is unavailable). The student shall follow the policies and procedures of the given site for such an exposure, and at a minimum, the *Le Moyne College Physician Assistant Program Policies and Procedures for Exposure* (below). Any costs incurred shall be the responsibility of the student.

Le Moyne College Physician Assistant Program Policies and Procedures for Exposure

If you are exposed to blood or body fluids while on rotation, IMMEDIATELY:

1. Carry out all appropriate first aid measures on yourself (If hands are not contaminated, wear gloves when cleaning or scrubbing blood or body fluids off other body areas in order to minimize further exposure):
 - a. For blood or body fluid contact with unbroken skin - wash well with soap and running water .
 - b. For blood or body fluid contact with broken skin - scrub the affected area with soap and running water for 2 to 3 minutes. Follow with the application of a skin disinfectant such as 70% alcohol or betadine afterwards.
 - c. For blood or body fluid splashed in the eye - irrigate or flush the eye(s) with water at room temperature for 2 to 3 minutes.
 - d. For blood or body fluid contact splashed in the mouth - rinse with water (or water and hydrogen peroxide) for 2 to 3 minutes and spit out.
2. Notify the attending physician, resident, or site coordinator at your clinical site.
3. Follow the rules and regulations of the hospital, clinic, state or particular site for HIV and HBV counseling and testing.
4. Notify the clinical coordinator within 24 hours.
5. Fill out the Student Exposure Incident Report and send or bring it into the Le Moyne College PA Program within 72 hours of the incident. Note that this will be filed in your medical record in the Student Health Office and remains a confidential portion of the medical record.

Latex Allergy

(Adapted and used with permission from Keith Moore, Barry University)

Latex products are extremely common in the medical environment. Students with a history of latex allergy are at risk for future severe reactions upon exposure to latex products. These include: local reaction, eye/nose itching or watering eyes, gastrointestinal symptoms (pain, nausea, vomiting, diarrhea), constricted sensation in the throat, dyspnea (difficulty breathing), generalized urticaria with angioedema (tissue swelling), and/or anaphylaxis (cardiovascular collapse).

Any student with a known latex allergy, or having or describing symptoms consistent with latex allergy, is advised to consult a qualified allergist for evaluation. Such evaluation is at the student's expense. Any student found to be latex allergic must determine whether or not to continue with clinical training, acknowledging the risk of becoming ill even if after reasonable precautions are taken and accommodations are made.

If such a student elects to continue in training, the student must realize that he/she assumes any responsibility and risk posed by allergic reactions, which can range from mild symptoms to anaphylaxis and death. In the event such an allergy is present, either intentional or inadvertent exposure to latex and related products may lead to these consequences. Although the Program will do all it can to provide latex-free gloves during laboratory session, it cannot guarantee a latex-free environment because other

students may not be using latex-free gloves and other materials. Furthermore, we cannot guarantee a latex-free environment at every clinical training site.

If a student chooses to proceed with training in the face of significant risk, the student will be required to sign a waiver stating that he or she understands the risk. This waiver will be forwarded to each of the student's clinical sites.

Illness

According to Le Moyne College Policy:

"If illness or injury requires more than three consecutive days of hospital or home care, Student Health Services needs to be informed (315) 445-4440. If the student has been treated by a doctor off-campus, some documentation from that office will be expected. Student Health Services will then notify the registrar who will inform the student's instructors, advisor, and the associated academic dean. It is the student's responsibility to contact his or her instructors, as soon as able to explain the absence and make arrangements for the completion of missed work or tests.

If emergency referrals for off-campus treatments or appointments for required physical examinations result in class absences, Student Health Services will issue the student written verification to present to instructors.

If infectious mononucleosis is diagnosed, the student will be issued verification and explanation of illness progression to discuss with involved instructors, advisor, and the associate academic dean. In the case of all other short-term health problems, including those treated by Student Health Services, it remains the student's responsibility to contact his or her instructors to explain the absence and make arrangements for the completion of missed work or tests.

Faculty members may contact the Student Health Service for verification that a student was seen at the Student Health Service on a particular day and with a student's written consent, this information will be discussed."

A student must notify the Program for any absence due to illness, or it will be considered unexcused. Second year students must notify the preceptor and the Clinical Coordinator of any absences or it will be considered unexcused. Course work or clinical hours missed due to an excused absence must be made up. Unexcused absences may not be made up and may result in lowered grades for some classes or failure of a clinical rotation.

If a student becomes physically or mentally ill during any phase of the program, or if the student has a family member who becomes physically or mentally ill and requires that the student care for that family member, and that illness results in an absence longer than 3 days, the student must contact the Program Director to develop a plan for any leave of absence or medical withdrawal to continue in the program. Documentation from the medical provider will be required for both confirmation of long-term absence and readiness to return to the program.

Short-term illness that results in more than 3 days absence requires medical documentation to return to the program classes or rotations. The Program must receive this documentation prior to resuming classes or rotation participation.

Long-term illness results in missing more than one week of class or clinical rotation and may jeopardize the student's ability to make up all required work or hours. In this case, the student must meet with the Program Director and Clinical Coordinator (if second year) or Academic Coordinator (if first year) to develop a plan for medical withdrawal

from courses and leave of absence from the program. Le Moyne College establishes withdrawal policies, including tuition refunds if applicable. If making up clinical hours is feasible and reasonable, and if the student is able to meet Technical Standards, an individualized plan for making up hours may be developed in lieu of withdrawal. In any case of long-term illness, a health care provider must provide documentation that the student is able to meet Technical Standards in order to return to patient care.

If a long-term illness occurs in the first year, a student may be decelerated. In such a case, the student must withdraw from any courses in which he or she is currently enrolled, and take a leave of absence until he or she is medically cleared and able to meet Technical Standards. In order to return to the program, the student must meet with the Program Director and Academic Coordinator at least six weeks prior to anticipated return to develop an individualized plan to determine readiness for return to classes or rotations. Students may be required to successfully complete a clinical readiness evaluation or to audit certain courses (an audit fee may be assessed), and may be required to successfully complete exams and assignments associated with those audit courses.

If a long-term illness occurs in the second year, a student may be able to miss up to two clinical rotations without taking a leave of absence. In this case, the student must withdraw from the clinical rotations missed and re-register for them when ready to complete them, but would be allowed to complete the Professional Skills Seminar co-requisite course and the Master's Seminar course for that term. If a student misses all rotations in a given term, the student must withdraw from them and must also withdraw from the Professional Skills Seminar co-requisite. A readiness evaluation may be required for return to the clinical rotations.

Students should consult financial aid in any case to determine any financial impact.

Pregnancy

Immediately upon medical confirmation of pregnancy, students must report a pregnancy to the Program Director. If the pregnancy occurs during the first year, the student must request a list of chemicals to which she may be exposed during laboratory courses to present to her physician, and must provide a document from the physician with any accommodations required or permission for continued work in the labs to the Program. A medical authorization to continue one's clinical education during the pregnancy must be completed by the student's physician and returned to the Program Director.

Taking time off from the Program for delivery and post-partum care will be treated like any other long-term illness for purposes of completing the program.

Readmission to the program or clinical rotation following illness, injury, or pregnancy

A student returning to the program or clinical rotation following an illness, injury, or pregnancy must consider the nature of the condition and whether s/he can practice safely. If the nature of the condition endangers the student and/or patient safety, the preceptor, clinical instructor, or Clinical Coordinator may require that the student submit written documentation from the student's physician verifying that the student is able to safely return to the clinical area. The student will be readmitted to the clinical area at the discretion of the preceptor, clinical instructor, and/or Clinical Coordinator.

Other Absences

Students in the clinical year may take one personal day with prior approval of the Clinical Coordinator; this must be made up by the end of the year.

Students should plan vacations, weddings, and other major social events to coincide with semester and program holidays and breaks. These will generally not be considered “excused” absences.

Absences to attend the funeral of an immediate family member will be excused. Others will be considered on a case-by-case basis; students should contact the Academic Coordinator (first year) or Clinical Coordinator (second year) for consideration.

All missed days must be made up by the end of the clinical year unless the clinical site has additional hours and opportunities available beyond what is expected for that rotation. In this case, prior approval of the Clinical Coordinator must be obtained; the make-up hours must be documented and signed off on by the preceptor.

Technical Standards

The Physician Assistant Program of Le Moyne College provides education and training to prepare the student to practice medicine under the supervision of a licensed physician. There is a minimum level of knowledge and skill required to meet the standards of physician assistant practice, entailing both academic and non-academic performance. The student must possess the mental, physical, and emotional abilities essential to attaining the competencies required to function as a physician assistant. Reasonable accommodations will be made for qualified individuals with a disability, but a student should be able to perform these functions in a reasonably independent manner.

Intellectual capacities: Ability to learn and apply basic and clinical scientific knowledge in order to provide competent and safe patient care.

- The student must demonstrate acquisition of knowledge through coursework and examinations.
- The student must demonstrate application of knowledge through problem solving during courses and in the clinical setting.

Physical capacities: Ability to fulfill requirements of clinical rotations, including taking a medical history, performing a physical examination, and performing standard medical procedures.

- Student must recognize limitations and develop appropriate adaptations in order to provide safe and competent patient care.

Psychological capacities: Ability to cope with the stress of classroom and clinical rotations

- Student demonstrates mature and professional behavior when confronted with unexpected events in the classroom, outside the classroom, and in the clinical setting
- Student understands that a safe learning environment extends beyond the classroom and into the public areas; in order to provide a safe learning environment, all students are expected to demonstrate respectful verbal communication and non-threatening body language at all times.
- Student understands that providing safe patient care requires the ability to maintain a positive professional demeanor; student demonstrates mature and respectful communications at all times in the clinical setting.
- Le Moyne College Department of Physician Assistant Studies maintains a policy of zero tolerance for disruption of the classroom, clinic, or other program-sanctioned activities

In order to successfully fulfill the program's goals and graduate from the PA program, each student must be able to perform the following:

1. ***Elicit a detailed and accurate medical history, perform a complete physical examination, and record all pertinent data.***

In order to accurately and effectively evaluate a patient's medical condition, the

student must possess the mental, physical, and emotional qualities to:

- Fully utilize intellectual ability, exercise good judgment, promptly complete all responsibilities attendant to the diagnosis and care of patients, and develop effective relationships with patients (regardless of cultural, ethnic, social, or economic background) in order to be able to gather pertinent patient information.
 - The student must establish rapport with the patient and/or patient's family.
 - The student must demonstrate respect, compassion, and competence in communications.
- Communicate effectively both verbally and in writing.
 - The student must possess excellent verbal and written communication skills in the English language.
- Use and interpret information from diagnostic maneuvers (e.g. palpation, auscultation, percussion, etc.).
 - The student must have the physical abilities to perform diagnostic maneuvers.
 - The student must possess the clinical thinking skills to interpret information and data from diagnostic maneuvers.
- Use and interpret information from diagnostic instruments (e.g. stethoscope, sphygmomanometer, otoscope, ophthalmoscope, etc.)
 - The student must have the physical abilities to utilize diagnostic instruments.
 - The student must possess the clinical thinking skills to interpret information and data from using diagnostic instruments.

2. ***Perform therapeutic and emergency procedures, and order, perform and/or interpret routine diagnostic studies.***

- Examples of therapeutic procedures include injections, immunizations, wound care, suturing, suture removal, incision and drainage of superficial infections, dressing changes, insertion of nasogastric and bladder catheters, cast application and follow-up of simple fractures.
- Examples of emergency procedures include CPR, IV insertion, arterial and venous blood draws, and airway management.
- Examples of diagnostic procedures include specimen procurement and performance of basic laboratory tests and procedures, such as electrocardiograph tracings, common radiological studies, PAP smears). The student should be able to interpret x-ray and other graphic images and digital or analog representations of physiologic phenomena (e.g. EKGs, EEGs, etc.).
- The student must possess the intellectual, physical, and psychological qualities to determine the appropriate use and timing of therapeutic,

emergency, and diagnostic procedures, and to carry them out safely and effectively. The student must:

- Work with and cooperate with faculty, students, staff, the public, and employees at all levels. The student must demonstrate respect, compassion, and competence in communications.
- Perceive the nature of sound. Hearing is important for those activities that require ability to receive detailed information through oral communication, and to make fine discriminations in sound.
- Express or exchange ideas by means of the spoken word. The ability to talk is important for those activities in which they must convey detailed or important spoken instructions to others accurately, loudly, or quickly.
- Measure, calculate, reason, analyze, and synthesize information, including the comprehension and understanding of three-dimensional relationships. Problem-solving requires all of these skills, and the PA must be able to perform them in a timely manner.
- Perform an adequate range of body motion and mobility, with or without accommodation, to enable the individual to perform essential functions. This may include bending and stooping.
- Exert up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift, carry, push or pull, or otherwise move objects, including books, equipment, and the human body.
- Sedentary work involves sitting most of the time, but may involve walking or standing for brief periods.
- Distinguish objects visually at 20 inches or less. This factor is important when special and minute accuracy is demanded, and defective near acuity would adversely affect performance and/or safety of self and/or others.

3. *Counsel patients regarding physical and mental health, including diet, disease prevention, normal growth and development, and family planning.*

- In order to accurately and effectively counsel a patient, the student must possess the mental, physical, and emotional qualities to communicate effectively and efficiently with patients, their families, and all members of the health care team about a patient's condition.
 - The student must be able to establish rapport with patients, families, other members of the health care team in any inpatient, outpatient, or long-term care setting.
 - The student must demonstrate respect, competence, and compassion in all communications.
 - The student must demonstrate appropriate verbal and written communication skills, including the ability to write complete accurate and timely medical records.
 - The student must demonstrate the integration and application of basic biomedical, psychological and social components to evaluate the counseling and educational needs of the patient, and to develop

an appropriate plan for counseling.

4. *Assist the physician in all clinical settings, and perform under the supervision of licensed physicians in such settings as hospitals, nursing homes, health maintenance organizations, private primary care facilities, industrial clinics, and community health centers.*

- In order to assist the physician in all clinical settings, the student must possess the mental, physical, and emotional abilities to perform rounds and office visits, gather and record data relevant to the patient's progress, and develop and implement diagnostic and therapeutic plans.
 - The student must be able to acquire and interpret information from written documents and computer information systems, including literature searches, data retrieval, and laboratory reports, and images from slides, paper, films, videos.
 - The student must be able to communicate clearly and accurately both verbally and in writing.
 - The student must demonstrate respect, competence, and compassion in all patient and professional encounters.
 - The student must be able to respond promptly to urgencies within the hospital or clinic setting and assist co-workers in providing prompt and competent medical care.
 - The student must be able to adapt to changing environments and hours, display flexibility, and function effectively under stress and in the face of uncertainties inherent in the clinical problems of patients.

5. *Facilitate the appropriate referral of patients and maintain awareness of existing health delivery systems and social welfare resources.*

- The student must be able to communicate verbally and in writing to facilitate appropriate referrals.
- The student must demonstrate respect, competence, and compassion when referring a patient.
- The student must acquire and demonstrate knowledge and understanding of appropriate referral resources.

6. *Develop and integrate a strong knowledge base of basic biomedical sciences necessary to clinical thinking and to patient care.*

- The student must possess the mental, physical, and emotional abilities to
 - Acquire knowledge and skills through demonstrations and experiences in the basic and medical sciences, including but not limited to case presentations, seminars, lectures, laboratory dissection, physiologic and pharmacologic demonstrations, microbiologic cultures, microscopic images of microorganisms and tissues in normal and pathologic states.
 - Apply the knowledge through critical evaluation of information relative to the given patient problem and clinical problem-solving.

7. ***Possess sufficient psychological stability to withstand stress, uncertainties, and changing circumstances that characterize the dependent practice of medicine.***
- Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are evaluated during the admissions and education processes.
 - Student demonstrates a professional demeanor and respectful communications at all times.
 - Student recognizes limitations and seeks help for situations that may hinder the student's learning or clinical performance, or for situations that may adversely affect others.
8. ***Consider cultural background during all aspects of taking a history, performing a physical examination, ordering diagnostic tests, recommending treatment, providing patient counseling and education, and documentation. Students are expected to reach Cultural awareness at a minimum.***
- Cultural Proficiency: shows all characteristics of cultural competence, and reaches further to add knowledge and innovative approaches to management and service delivery based on cultural needs.
 - Cultural competence: characterized by a set of attitudes, practices, and/or policies that respects and accepts difference. Recognize that individuals within each cultural group have unique characteristics.
 - Cultural pre-competence: Tolerant of ambiguity, recognizes and explores differences, recognizes own weakness in serving different cultures, seeks information from other cultures. Need to avoid false sense of accomplishment or failure and avoid tokenism.
 - Cultural awareness: has begun the process of acquiring competency; explore culture as an integral component in caring for patient.
 - Cultural blindness: considers what is effective with the dominant culture should be universally effective and applicable for every other culture. Blames victims for their problems, believe differences are superficial and that "all people are really the same." Ignores cultural strengths, encourages assimilation to the dominant culture, "rescues" people of color, lacks information and avenues to gain information about different cultures.
 - Cultural incapacity: a set of attitudes, practices, and policies that assumes a paternal posture toward lesser groups. Though not intentionally seeking to be culturally destructive, endorsement of "separate but equal" breed discrimination.
 - Cultural Destructiveness: Attitudes, practices, and/or policies that are destructive to cultures and individuals within the culture. Promotes interests and superiority of the dominant culture while continuing to disenfranchise, control, and/or exploit other ethnic groups. Ignores differences, attributes subhuman qualities to others, disregards civil rights, uses power to control, exploit, or destroy.

Behavioral objectives

The physician assistant student:

- Responds to faculty, staff and peers readily, tactfully, and respectfully
- Uses body posture and gestures that suggest attentiveness, approachability and acceptance
- Refrains from revealing negative feelings through tone of voice or body language
- Recognizes effects of own non-verbal communication upon others
- Adjusts verbal and non-verbal communications to others
- Reacts in a positive manner to questions, suggestions, and/or constructive criticism
- Recognizes that once a negotiated decision has been reached, further discussion or actions may be non-productive
- Demonstrates a positive attitude toward learning
- Is on time for all scheduled classes and labs, including timely return from breaks
- Relies on personal resources before approaching others for help
- Demonstrates cooperation with and mutual respect for peers

Professional Behavior

The development of professional behaviors and role identity is an important aspect of any professional educational program. The transition from being a college student or other non-health professional to becoming a physician assistant takes some time and effort. At Le Moyne, students are expected to begin to demonstrate professional comportment as soon as they enter the program; faculty are charged with providing feedback to students to help them attain the professional behaviors required. Studies have shown that students who have difficulty developing positive professional behavior during training are more likely to face disciplinary action by state regulatory boards. Therefore, the Department of Physician Assistant Studies considers acquiring strong positive professional behaviors to be one of the academic standards required for passing each course and progressing in the program.

Professional behavior is not easily defined, but unprofessional behavior is readily identified. Generally, *professional behavior means having respect for everyone, including oneself, holding oneself to the highest ethical and moral behaviors, and developing the knowledge and skills that enable one to provide competent and compassionate care to patients.* Altruism, honesty, respect, competence, compassion are the hallmarks of a medical professional. Students are expected to demonstrate behavior that exemplifies those hallmarks.

The following attributes are examples of professional behavior. Evaluation of these attributes is discussed under Academic Standing. *Note: This is not an exhaustive list and may include other related items not specifically listed, but implied by the term “professional behavior.”*

Professional Expectations

Adapted from “Behaviors Reflecting Professionalism” from *Embedding Professionalism in Medical Education*, National Board of Medical Examiners, 2002

Altruism

- Advocates for patients
- Helps team members who are busy
- Endures inconvenience to accommodate patient needs
- Contributes to the profession; active in local and national organizations
- Teaches others

Honor and Integrity

- Student follows Honor Code and observes Academic Honesty policy
- Upholds ethical standards in research and scholarly activity
- Attributes ideas and contributions appropriately for other’s work
- Assumes personal responsibility for mistakes; admits errors; takes steps to prevent recurrence
- Forthcoming with information; does not withhold and/or use information for power
- Student maintains patient confidentiality; deals with confidential information discreetly and appropriately
- Does not misuse resources (*eg*, school computers, clinical site materials)
- Requests help when needed

Caring and Compassion

(Sensitivity, tolerance, openness, communication)

- Treats the patient as an individual, taking into account lifestyle, beliefs, personal idiosyncrasies, and support system
- Optimizes patient comfort and privacy when conducting history, physical examination
- Communicates bad news with sincerity and compassion; deals with sickness, death, and dying in a professional manner with patient and family members

Respect

(Respect for patient's dignity and autonomy, respect for other health care professionals and staff including teamwork, relationship building)

- Demonstrates respectful behavior toward faculty, staff, colleagues, preceptors, patients, and patients’ families
- Respects patient rights/dignity (privacy/confidentiality, consent); knocks on door, introduces self, drapes patients appropriately, and shows respect for patient privacy needs; maintains patient confidentiality at all times
- Demonstrates tolerance to a range of behaviors and beliefs
- Does not disturb small group sessions
- Student follows general rules to maintain a safe environment for learning.
- Student is appropriately attired for all professional activities.
- Student keeps communication open with program faculty, staff, preceptors, and colleagues.

Responsibility and Accountability

(Autonomy, self-evaluation, motivation, insight, commitment, dedication, duty, legal/policy compliance, self-regulation, service, timeliness, work ethic)

- Demonstrates awareness of own limitations, and identifies needs and plans for improvements
- Cares for self appropriately and presents self in a professional manner (*ie*, demeanor, dress, hygiene)
- Maintains appropriate boundaries in professional relationships
- Recognizes and reports errors/poor behavior in peers
- Informs others when not available to fulfill responsibilities and secures replacement
- Takes responsibility for appropriate share of team work
- Student attends all required classes and clinical rotations.
- Student is punctual; arrives on time for class, clinical rotations, etc.
- Accountable for deadlines; completes assignments and responsibilities on time
- Remains flexible to changing circumstances and unanticipated changes
- Answers letters, pages, e-mail, and phone calls in a timely manner
- Balances personal needs and patient responsibilities
- Responds appropriately to constructive feedback
- Provides constructive feedback
- Facilitates conflict resolution
- Student follows guidelines from AAPA for professional conduct

Excellence and Scholarship

(Management, mentoring)

- Masters techniques and technologies of learning
- Is self-critical and able to identify own areas for learning/practice improvement
- Has internal focus and direction, setting own goals
- Maintains composure under difficult situations
- Takes initiative in organizing, participating, and collaborating in peer study groups

Leadership

- Helps build and maintain a culture that facilitates professionalism
- Does not provide disruptive leadership (*eg*, organizing pranks, inappropriately confronting authority figures)

Cultural Competence Goals

In keeping with patient communication skills as required by the *Technical Standards*, students are expected to demonstrate positive professional behavior by developing skills in culturally competent patient communication and care.

1. Develop an awareness of others and acceptance of differing culturally based values and beliefs.

2. Develop a self-awareness of individual, organizational and Western biomedical culture
3. Understand the conflict that arises when differences in culture, values and beliefs exist between a patient and provider(s)
4. Utilize effective patient-centered communication skills to resolve conflict
5. Negotiate a patient-centered management plan that validates the patient's beliefs and engages them in the treatment of their condition or promotion of a healthier lifestyle.

Classroom Etiquette

The classroom should provide a safe and positive learning environment for all students. In order to create such an environment, it is important that everyone treat each other with respect and common courtesy. Faculty members have the responsibility for conducting classes and maintaining the learning environment, and they may ask anyone who engages in distracting activity to leave the room.

- Some of the expected behaviors include the following:
 - Address instructors by appropriate title (Professor, Doctor, Mr., Mrs., Ms.)
 - Utilize a respectful tone of voice, word choices, and body language
 - Arrive on time
 - Take advantage of breaks between classes for restroom use and personal issues so as not to disrupt classes by arriving late or leaving in the middle
- Activities that are prohibited include:
 - Emailing
 - Surfing the Internet (except as directed by faculty)
 - Instant messaging
 - Cell phone use
 - Receiving calls
 - Bringing animals to class
 - Bringing children to class (except as requested by faculty)
 - Conducting conversations outside of class participation

Academic Standing

Grades

Grades are based on a variety of evaluations that are conducted to ensure that students are attaining the knowledge, understanding, skills and competencies required of a practicing physician assistant. Evaluations are used to assist students in identifying areas for further study and to give them feedback on what they have already learned. Each syllabus includes criteria for grading. Grades are assigned in compliance with College policy, and graduate students are required to maintain a minimum GPA of 3.0 or greater in order to remain in good academic standing. Further information can be found in the "Grading Policies" section of the Le Moyne College Catalog.

The Physician Assistant Program encourages students to strive for deeper learning and understanding, as well as mastery of the material rather than acquisition of a specific

grade. The Physician Assistant Program evaluates students on a wide range of attributes that are necessary to the practice of medicine, and all these attributes are considered when determining a student's grade. A grade of "A" indicates that a student has exceeded expectations, a grade of "B" indicates that the student has met expectations, a grade of "C" indicates that the student needs to improve, and a grade of "D" means the student has failed to achieve any of the expectations for the course. *Students are expected to maintain a grade of B or better in all courses, indicating that they have met expectations.*

Grades for the clinical year are Pass (P) or Fail (F). During the clinical year, students receive detailed feedback and evaluations from preceptors and from the Promotions Committee on a regular basis to assist them in improving knowledge and skills. *Students are required to pass every course.* See "Clinical Year" below for further information.

Technical and Professional Behavior Standards

Physician Assistant students will be evaluated at each mid-term and end-of-term in the area of Technical and Behavioral Standards; students are required to meet these standards during each term of study. Students must possess the mental, physical, and emotional qualities and characteristics that enable them to demonstrate appropriate professional behaviors, including respect, communication skills, teachability, reliability, responsibility, honesty and integrity. In addition, a student must recognize and care for his/her own personal health.

Promotions Committee: Progression and Graduation

The Promotions Committee evaluates both academic progress and compliance with the Physician Assistant Program's Technical Standards and Behavioral Objectives twice each semester. The Promotions Committee is composed of the faculty members teaching the students during a particular semester, as well as the clinical coordinator and program director. Students are notified by letter if their progress in either area is unsatisfactory at mid-semester as well as at the end of each term, with instructions to meet with appropriate faculty and staff members.

Students are promoted from one semester to the next, from the didactic to the clinical year, and graduated based on performance related to both academic progress and compliance with the Technical and Behavioral Standards.

The Promotions Committee may place a student who fails to meet academic, behavioral objectives, and/or Technical Standards expectations on academic and/or behavioral probation. The student may be decelerated by the Promotions Committee for repetition of a course, or other remediation as indicated for specific issues identified as reasons for the academic and/or behavioral probation. *A student will generally remain on probation for the duration of the program.* Additional unsatisfactory performance while on probation in either area will result in dismissal from the program.

Academic Standing and Deceleration

- A student who receives a grade less than B in any course will be referred to the Promotions Committee. The Promotions Committee may require the student to repeat the course or successfully complete an alternative remediation process. The grade will remain recorded as a grade less than a B.

- If the student is required to repeat the course, and that course is not offered for another year, the student may also be required to audit other courses in order to review and adequately prepare for the following sequential courses. For example, if a student is required to repeat fall Pharmacology I, he/she may be required to also audit Clinical Medicine I the following fall to prepare for success in Clinical Medicine II.
- A student who receives a grade of less than B for 3 academic credit hours (a 3-credit course or combination of courses that add up to a total of 3 credits) will be placed on academic probation.
- A student who receives a grade of less than B for 6 academic credit hours (two 3-credit courses, one 6- or 7-credit course, or any combination of courses that add up to a total of 6 credits) will be dismissed from the program.
- A student who receives a grade of less than C in the didactic year for 3 academic credit hours (a 3-credit course or combination of courses that add up to a total of 3 credits) will be dismissed from the program
- A student who fails a clinical rotation will be placed on probation and required to repeat the rotation. If a student is on academic probation from the didactic year, failing a single rotation will result in dismissal from the program.
- A second failed clinical rotation will result in dismissal from the program.
- Because grades in the clinical year are composed of many different criteria, including outside evaluations, and because some evaluations from outside sources may not be available immediately upon completion of the rotation, students may be allowed to begin the next rotation without a grade being assigned. Once all evaluation materials are gathered, if the criteria for passing the rotation are not met, the student will be pulled from the current rotation (for a second failed rotation) or will be notified of academic probation (for a first failed rotation).
- A student who earns less than a B in a course that is a corequisite of another, and/or sequential in nature poses a special problem. This specifically applies to Clinical Medicine, Pharmacology, and Anatomy & Physiology. A student may not advance to the second sequential course until completion of the first course with a grade of B or better (or successful completion of required remediation), and may not enroll in the second sequential corequisite courses. Therefore, a student may be decelerated for an entire year.
- Students are expected to complete all courses for which they are registered, i.e. may not drop a course in order to avoid failing it. A student who chooses to withdraw from a course in accordance with the Le Moyne College catalog will be allowed to continue as a student of Le Moyne College, but will be considered withdrawn from the Physician Assistant Program and may not register for further PA Program courses.
- Students may not begin Clinical Rotations until all first year course requirements have been met.
- Students in the clinical year may be decelerated based on poor academic and/or professional performance in a rotation.
- If a student is removed from a clinical site for any reason as identified under the section on Clinical Sites, the student will generally receive a failing grade for that rotation. The student may receive special consideration only if extenuating circumstances exist.

- Any student whose behavior during a clinical rotation jeopardizes or leads to the loss of a site will fail the rotation and will be referred to the Promotions Committee. The Committee may recommend remediation, repeat the rotation, or dismissal from the program, depending on specific circumstances and prior behaviors.
- Deceleration:
 - Each student's deceleration process will be individually tailored to meet the needs of the student and based on recommendations of the Promotions Committee.
- Academic Probation:
 - Students will be notified in writing when placed on Academic Probation. The student is required to meet with the academic advisor immediately (within one week of receipt of such notification) to acknowledge any deficiencies and to develop a written plan for improvement, which must be submitted to the Promotions Committee within one week of the meeting. Any student placed on probation that holds an office in the student society will be required to meet with their advisor and will be referred to the Promotions Committee to determine if they can continue to hold that office.
- Students in the didactic or clinical year may request a leave of absence from the program for health issues, pregnancy, and other personal issues. This will result in a voluntary deceleration. Also see section on "Illness" above.

Grade Grievance Procedures

Le Moyne College has an established procedure for appealing a final grade. This can be found in the Le Moyne College Catalog. Students are encouraged to attempt to resolve difficulties or concerns they may experience in a course first by discussing them with the instructor, preferably before grades have been recorded.

Clinical preceptors do not assign a grade to students, but their evaluations are used in determining the grade. Students are encouraged to review the preceptor's evaluation at the mid-rotation and end-of-rotation to identify strengths and weaknesses in clinical performance and to use these evaluations to improve their performance. These evaluations may also be reviewed by the student with the Clinical Coordinator, but *under no circumstances is a student to approach a preceptor for explanation of an evaluation after the evaluation has been received by the program and/or grade for the rotation has been assigned.* This is considered unprofessional behavior as it may be interpreted as defensive or threatening to the preceptor. If a student approaches a preceptor directly for any review of the evaluation *after* the grade has been assigned, the student will be referred to the Promotions Committee and may be placed on behavioral probation. If a student wishes to pursue a grade change for a clinical rotation, s/he must follow established Le Moyne College procedures.

Academic Advisement

Students will be assigned an academic advisor when they begin the Program. The advisor is a full-time core member of the Department of Physician Assistant Studies who will meet regularly with each student to review the student's progress in the program. The student should maintain regular communications with the advisor, especially if s/he

encounters any academic difficulties and especially before such difficulties lead to potential failure of a course or academic probation. The academic advisor will also work with the student on developing positive professional behaviors. Academic advisors may recommend referral to an appropriate professional in cases where a student's personal problems have an impact on academic or professional performance.

Academic Standards (Honor Code)

Students in the Physician Assistant Program must comply with the *Academic Standards* of the College, which are outlined in the Le Moyne College Catalog, and the *Guidelines for Ethical Conduct for the Physician Assistant Profession* (adopted by AAPA 2000), which is in the next section. It is the responsibility of each student in the program to become familiar with the *Academic Standards* and Appeals process.

Specifically, the Academic Standards of Le Moyne College PA Program include prohibitions against

- Plagiarism
- Receiving or providing unauthorized assistance for or during examinations
- Use of unauthorized notes, materials, and devices during examinations
- Presenting the work of others as his/her own
- Collusion with others to avoid or circumvent course requirements
- Making fraudulent statements or claims to influence grading
- Bribing or attempting to bribe others to gain academic advantage
- Securing or possessing course examination material prior to an examination unless provided by the course instructor
- Taking an examination on another's behalf, or having someone else take an examination on his/her behalf
- Altering or misusing academic records
- Falsifying or inventing data or information to be presented as an academic endeavor.

At the beginning of the program, each student will be required to sign an agreement to abide by the *Honor Code of the Physician Assistant Program*. Failure to follow the letter and spirit of this agreement can, at the discretion of the program faculty, result in dismissal from the program. Dishonesty of any kind will not be tolerated in this professional program.

Attendance and Timeliness

Attendance is at the discretion of the course instructor. Attendance is mandatory for classes in which participation is required, including problem-based learning sessions. See section on Clinical Year for additional information on attendance at clinical sites.

Timeliness: You are expected to be on time for all classes, laboratory sessions, and any other program-sanctioned activity. A student who fails to arrive on time for classes may be excluded from that session at the discretion of the instructor.

Classroom disruptions: Arriving late, leaving early, stepping out for phone calls or other breaks disrupts class and will not be tolerated. There is time between classes for taking

care of personal concerns. Patterns of disruption, including arriving late or leaving early is deemed unprofessional and will be reported to Promotions Committee.

Personal Grooming and Attire

Students should have a professional appearance and demeanor whenever they are representing Le Moyne College in an off-campus setting, including clinical sites, continuing education activities, and special events. The physician assistant program is a professional program in health care, and students are expected to maintain the highest level of personal hygiene and grooming. Students will be interacting with practicing health care professionals, their staff, and their patients.

Being neatly dressed, well-groomed, and avoiding “stylish” modes of dress exemplify professional appearance.

- Students are not to wear jeans, tennis shoes, shorts, cut-offs, T-shirts, clothing with holes, dangling jewelry, heavy perfumes or aftershaves, nail polish, multiple earrings, or nose/lip/tongue jewelry.
- Men are to wear clean, pressed slacks, shirts appropriate for a necktie, and a necktie.
- Women may wear clean, pressed slacks or skirts, with neat blouse or shirt.
- Hair is to be clean and worn in a neat arrangement in accordance with the policy of each clinical facility.
- Fingernails must be trimmed short to avoid injury or discomfort to patients.
- Students will wear a clean, short, white lab coat with the Le Moyne College Physician Assistant patch sewn onto the upper left arm of the coat, and a photo nametag, which includes the student’s name, the words “Physician Assistant Student,” and “Le Moyne College.” Students must bring their white coats to class as directed for clinical laboratory.
- No gum chewing or smoking will be allowed in the clinical setting.
- If the clinical site has established policies and practices regarding dress, the site’s policies supersede those of the program. However, OUR policies supersede those of the site if the site’s policies are less strict.
- If you are in doubt about the appropriateness of your attire, it is probably inappropriate. The program faculty, staff, and/or clinical preceptors will be the final arbiters of appropriateness of dress under the circumstances. If you are inappropriately attired, you will be marked absent, and asked to leave to change.

Communications, E-mail and “Netiquette”

Cell Phones

- ***Cell phones may not be used in the classroom, in the hallways outside the classrooms, or on clinical rotations.*** They are disruptive and are inconsiderate of other students’ learning. (The only exception for using cell phones is for clinical faculty who are on call).
- ***Text messaging or other use of electronic communications is not permitted during class.***

Laptop Computers

Use of laptops during class is up to the instructor's discretion. Using one's laptop during class for purposes other than those related to the class's activity is not permitted. It is inconsiderate and may be disruptive to other students' learning.

Email

Students are expected to check e-mail daily for announcements related to classes or assignments, and for messages from faculty. Any difficulty with accessing your e-mail should be brought to the attention of the IT department and/or PA faculty.

Students are expected to follow the Le Moyne College Information Technology rules and regulations regarding computer and e-mail policies. These are found in *the Le Moyne College Student Handbook*.

"Netiquette"

Students will be participating in online discussions in several classes. A few "netiquette" rules are included here:

1. Participating in online discussions requires the same common courtesies that you would observe in a face-to-face setting.
2. Post your ideas concisely in a couple of paragraphs if possible, and try not to ramble. Long postings become difficult to read, and most people quit reading if the posting is long, not of interest, or poorly constructed and rambling.
3. Be respectful of others. Each person is entitled to his or her own beliefs, opinions, and ideas. You may certainly disagree with them, but do so with respect and consideration. Because you do not have the non-verbal language online, it is very easy to hurt someone's feelings or offend them with careless use of language.
 - a. Avoid using all capital letters. IT SEEMS LIKE SHOUTING!
 - b. Maintain the privacy of participants, including privacy of comments made during electronic conversation that is to be shared only with those participating in the course.
 - c. Abide by the Family Educational Rights and Privacy Act rules, which find academic information is confidential and forbids disclosure of academic information without the participant's consent.
4. No "lurking," "trolling," or "me-too."
 - a. Lurking is reading everyone else's contributions without participating.
 - b. Trolling is "just looking for disagreements." If you disagree, use the "positive comment, observation, suggestion" approach for presenting your perspective.
 - c. "Me-too" postings are making short statements that just agree with the point raised, but without contributing any reasoning or furthering the discussion. State why you agree by adding a few sentences to explain your response or to add to the original point.
5. Substantive postings contribute to the understanding and application of ideas by one or more of the following:
 - a. Elaboration: build on ideas that others have presented by adding details, examples, different viewpoints, other sources, or other relevant information.

- b. Reflection: describe thoughtfully what something means, new insights it provides, questions it raises, need for clarification or further discussion.
 - c. Analysis: discuss relevant themes, concepts, main ideas, components, or relationships among ideas. Identify hidden assumptions or fallacies in reasoning.
 - d. Application: use concepts to answer a question or solve a problem in actual practice or discuss the implications of a new theory to practice.
 - e. Synthesis: integrate multiple ideas to provide a new perspective or summary or refashioning of ideas.
 - f. Evaluation: assess accuracy, reasonableness, or quality of ideas.
6. Use emoticons (smileys) if you wish to convey emotion, especially if you want people to know that you are using humor or joking:
- a. :-) happy, humorous
 - b. :- (unhappy
 - c. :- O shocked
 - d. ;-) winking
 - e. :- } wry, ironic
7. Privacy and Confidentiality
- You should maintain confidentiality when dealing with information that is shared in the online discussions. This means you should not publish those online discussions for non-class members to read. However, realizing that the Internet is not always secure, and that gossip is a vice that many cannot give up, please do not share information that you wish to keep private. You may find your online classmates very supportive in times of personal crisis or need, but once you have shared such information online, it is no longer private and can be read by anyone who happens to have access to the discussion areas.

College and Course administrators have access to all areas of Blackboard. They occasionally “drop in” or “lurk” to see how a class is doing, how an instructor is doing, what the quality of instruction and interaction is, and other things. These activities are related to quality assurance issues, but remember that they are also reading what you put into discussion areas. It is similar to the principal dropping in to observe how a teacher is doing in the classroom and hears what the students are talking about. In other words, you should act like the classroom may have a visitor from the principal at any time!

Miscellaneous Items

Grievances

Students may encounter a variety of problems, including interpersonal problems over the course of their tenure in this program. *Students are encouraged to attempt to resolve difficulties by discussing them with the person involved.* If the problem is unresolved, the student should contact his/her advisor, and finally, the Program Director. While students are on clinical rotations, they should notify the clinical coordinator for any difficulties they are encountering, even if they are able to resolve their difficulties in person. The student may choose to ask the preceptor for assistance and may also contact his/her advisor on campus. Ultimately, if these attempts fail, the Program Director should be contacted.

College policies regarding academic and judicial appeals are included in *the Le Moyne College Catalog* and *Le Moyne College Student Handbook*.

Moonlighting

Employment while a student is in the Le Moyne College Physician Assistant Program is strongly discouraged due to the intensity of the program and the time constraints of the curriculum.

Weapons

Weapons of any kind are not allowed on campus or at any clinical site. Weapons are not allowed in a vehicle on campus or at any clinical site.

Harassment Policies

As an institution of higher education with a long standing Jesuit tradition, Le Moyne College recognizes its obligation to promote an environment and collective attitude which encourage students, faculty, staff, and administrators to serve others, participate in the life of the College, and act as responsible members of the community. Sexual harassment and nonconsensual sexual activity undermine the dignity of individuals and the principles of equality and respect for others. Le Moyne College does not condone or tolerate any verbal or physical conduct that would constitute sexual harassment or nonconsensual sexual activity as defined in this policy. Any student, faculty, staff, or administrator who engages in such conduct will be subject to disciplinary action in accordance with the guidelines stated in this policy. See the Le Moyne College policy at http://www.lemoyne.edu/human_resources/executiv.htm. To complete the required sexual harassment training, see http://www.lemoyne.edu/human_resources/training.htm.

Clinical Year

Student Expectations

Students may not get first-hand experience with every problem listed in the syllabus for a given rotation because one cannot predict with certainty that patients with those specific problems will present themselves during a given rotation. However, students are expected to learn about all the problems listed through patients assigned to other students or house staff, and through reading.

Although the student will be confronted with a variety of medical problems, which often involve the synthesis of much information he/she must remember "common diseases occur commonly." The student should concentrate on gaining expertise in the recognition and management of these common problems.

Students are expected to be self-directed learners. This means that you should seek out appropriate resources when you find that your knowledge is inadequate to care for a patient. This also means that you must develop strong self-assessment skills; remember, the patient is always more important than any embarrassment that may be felt by saying "I don't know."

Rotations

- There will be a total of eight rotations from August to August.
- Each clinical rotation will be six weeks in length, with the exception of one elective and one selective, which may be split into two, three-week blocks.
- Students are responsible for travel and for room and board during the clinical year.
 - Students are responsible for transportation to each clinical site to which they are assigned and should have reliable transportation available.
 - Every attempt will be made to assign students to a site within one hour commuting distance from Syracuse, but some may be one and a half to two hours.
- Rotations are as follows:
 - Primary Care, Pediatrics, Women's Health, Behavioral Medicine, General Surgery, Emergency Medicine, one elective and one medicine selective
- Call back days occur the Thursday and Friday at the end of every six-week rotation block and are mandatory. You may on other occasions be required to return to campus for various program activities.
- Rotations one through three (1-3) and eight (8) must be completed in the primary area.
- Rotations are assigned by the clinical coordinator and once scheduled, no changes are allowed by the student.
- Any student wishing to work with a particular provider may, ***if approved by the clinical coordinator***, contact that individual to inquire about the possibility of working with him/her. **No student is to contact any provider at any time regarding clinical rotations, without prior program approval. Doing so violates professional standards and will result in referral to the promotions committee.**

- No student may complete a rotation at a site where the preceptor is a family member, friend or personal health care provider. If you are assigned to a rotation where this unknowingly occurs, it is the responsibility of the student to notify the clinical coordinator immediately.
- Those students that are in excellent standing in the program may complete one rotation at a distant site that has been approved by the clinical coordinator. The ARC-PA states the following in regard to distant sites:
 - Standard B7.02: The program must assure that all sites used for students during supervised clinical practice meet the program's prescribed expectations for student learning and performance evaluation measures, regardless of location.
 - Standard C4.01: The program must define and maintain consistent and effective processes for the initial and ongoing evaluation of all sites and preceptors used for students clinical practice experiences.
 - Standard C4.02: The program must apply comparable evaluation processes to clinical sites regardless of geographic location

Attendance

Students must complete a planning calendar with the preceptor at the beginning of the rotation to identify time in the office or clinic, time on call, days off, etc. The planning calendar is due by day 3 of the rotation and may be faxed. It must be complete, with hours totaled and indicate any time off. It should also include the signature of both the student and preceptor.

Students are expected to put in a *minimum* of 40 hours per week on each rotation. Some rotations may require up to 60 hours per week, or more, depending on call schedules, and may include weekends, nights, and holidays. Students are required to attend the site during the hours assigned by the preceptor. Students are expected to take call, and work nights, weekends, and holidays when the preceptor does. If the preceptor offers to give the student the time off, the student should seek guidance from the Clinical Coordinator regarding any time off.

A student may not "bank" hours for use later. That is, if one rotation requires that you work more than 40 hours per week, you may not use those hours to satisfy the 40-hour requirement for another week or another rotation. Students who do not meet the minimum time requirements for each rotation, as written in the syllabus, will not pass the rotation.

Absences

Any absence from the clinical site for any reason without prior notification to the preceptor AND the Clinical Coordinator (or Program Assistant) or failure to complete a Student Leave Request Form will constitute an unexcused absence and may result in failure of the rotation.

Absences for illness and personal emergencies may be approved if the Clinical Coordinator is notified. Absences for other than illness and emergencies must be approved by the Clinical Coordinator in writing well in advance of the absence and will only be considered for extenuating circumstances. Students are required to keep an

accurate record of clinical attendance using the time sheet provided. Hours must be totaled and the preceptor must sign the time sheet.

All missed absences must be clearly documented and made up at the end of the clinical year unless the clinical site has additional hours and opportunities available beyond what is expected for that rotation. In this case, prior approval of the Clinical Coordinator must be obtained; the make-up hours must be documented and signed off on by the preceptor.

Inclement Weather Policy

Students are not required to attend the clinical site on days when the college is closed due to snow or ice. Students who feel that they are unable to reach the site safely due to bad weather when the college is not officially closed will be excused provided that the absence procedure is followed. However, all missed hours must be made up.

What to do if Problems Arise

The best way to prevent a major problem from arising is to address a minor problem before it becomes a larger one. Problems typically fall into several categories:

- The rotation is not well organized. You feel you are on your own too much.
- Individual conflicts with preceptors, fellow student, patients, co-workers occur.
- You feel you are not able to do enough, and must play the role of passive observer too much.
- You question your preceptor's medical practice or treatment of patients.
- You think you are not being treated fairly.
- You feel inadequate.

If a problem arises, immediately talk it over with your preceptor; do not wait until the end of the rotation to tell the preceptor or the Le Moyne College Clinical Coordinator that a problem has been festering. If the problem is not resolved, or if you feel uncomfortable talking to the preceptor (if that is part of the problem), then immediately call the clinical coordinator. The clinical coordinator will help mediate the problem by suggesting solutions for you to try or, when necessary, by meeting with you and the preceptor. Do not hesitate to call the program office again if problems are not quickly resolved.

Mid-Rotation Progress Reports from Preceptors

Each student is responsible for making sure that the preceptor completes a mid-rotation evaluation. This evaluation consists of completing a written mid-rotation evaluation and discussing it with the Clinical Coordinator. In addition, the student should review the evaluation with the preceptor.

During the third week of a six-week rotation, the student must contact the Clinical Coordinator or faculty designate by calling the Program Office at 315-445-4745. The student will make sure the time is convenient for the preceptor, and will then call the program. The call will be transferred to the Clinical Coordinator or to the faculty designate; the student will discuss the rotation, and then will hand the phone to the preceptor. The preceptor will then have an opportunity to discuss the student's progress with the Clinical Coordinator. The goal of this interaction is to give the Program an

adequate assessment of your progress throughout the rotation and provide feedback concerning possible improvement.

End-of-Rotation Evaluations from Preceptors

Students should review their progress with preceptors in an ongoing process, and should request a 5-10 minute meeting with the preceptor at the end of the rotation to review progress, thank the preceptor, and come to closure for the rotation (e.g., say “good bye”). The student should request that the preceptor complete the end-of-rotation evaluation within the last day or so of the rotation and to fax, mail, or email the evaluation to the Clinical Coordinator. No grade for the rotation may be assigned without an end-of-rotation evaluation from the preceptor. Furthermore, if possible, the student should discuss this evaluation with the preceptor prior leaving the site. *Once a final grade has been given, the student is not to contact the preceptor regarding the evaluation.*

Site Visits

Because a successful clinical rotation requires a close working relationship among preceptor, student and program faculty, a member of the LMC faculty visits each potential site to discuss program objectives with the preceptor and staff who will be directly involved with the student. Considerations at this site visit include "patient mix," commitment to teaching, knowledge of physician assistant roles and utilization, and the plans for monitoring the clinical rotation.

Periodic site visits are scheduled as needed throughout the clinical year. The faculty and preceptors are responsible for guiding the student toward becoming a capable, competent PA. The student should be sure that the site visit time is used to deal with any specific problems or needs that she/he may have.

Purpose of the Site Visit

- To observe the student and preceptor interaction, including the relationship between student and preceptor, and to make suggestions for growth when appropriate.
- To discuss with the student any aspects of the preceptorship, which may be of concern, including balance of clinical requirements, level of clinical responsibilities, preceptor relations, office staff relations, study time and habits, etc. The faculty intends to assist every student in any way possible.
- To discuss Program expectations with the preceptor, especially as related to the student's performance during the rotation.
- To provide the preceptor with information or resources that may enhance the learning experience for the student and the teaching experience for the preceptor.
- Exchange with the preceptor developments in the PA field, including legal issues and Program changes, and solicit suggestions for program improvement.

Preparing for the Site Visit

- Make the preceptor aware of the visit and schedule some time for discussion with the faculty. In order to minimize disruption of the site's normal flow, the preceptor will be expected to spend only 5 to 10 minutes with the site visitor.
- Be prepared to do a case presentation of a patient, which reflects your growing expertise in medical problem solving.
- Have sample patient charts available for review of record keeping skills. These should include both episodic and complete history and physical records. Be sure to have charts, which represent particular problems to the student, as well as examples of charting which caused the student no problem.
- Identify problems you may be having with your progress through the Program and be prepared to present and discuss them with the site visitor.

Call-back Days

Attendance at all Call-back Days is mandatory. You will have a final examination for the rotation you just completed, and there will be an information session to address any concerns for the next rotation. In addition, both Master's Seminar and Professional Skills Seminar classes meet during these times. You should not schedule other meetings or appointments for these days, but if you need to be absent for any of this time it must be communicated to all appropriate instructors for prior approval. Absence due to illness must be communicated to the instructor, clinical coordinator, and/or program assistant as soon as possible. You may on other occasions be required to return to campus for various program activities.

Grades

Evaluation during the clinical rotations should be ongoing and should not be an event that occurs only at the end of your rotation.

During the clinical year, grades are assigned on a "pass/fail" basis. A student must pass all 8 clinical rotations in order to graduate. Any failed rotation must be repeated and it counts as a failed course. A second failed rotation would count as a second failed course and the student would be dismissed from the program according to academic standing policies.

It is inappropriate for a student to "guide" the preceptor in completing an evaluation that is used to determine a grade for the rotation. We ask preceptors to provide an honest evaluation of a student's performance, and any attempt by a student to influence a preceptor's evaluation constitutes a violation of the honor code. The honor code includes the following relative prohibitions:

- Collusion with others to avoid or circumvent course requirements
- Making fraudulent statements or claims to influence grading
- Bribing or attempting to bribe others to gain academic advantage

Any violation of these or other technical standards, behavioral standards, or honor code requirements, or any attempt to influence a preceptor's evaluation will result in failure of the rotation.

Extenuating Circumstances

Any student who has extenuating circumstances that impair his/her ability to meet the expectations of clinical rotations as described should contact the clinical coordinator to determine whether any accommodations are feasible. Any deviation from the stated policies and procedures or clinical expectations must be approved by the program director.

Physical Diagnosis Laboratory Rules

- The nature of learning physical assessment skills requires you to “practice” on real human beings, and that has traditionally included students working with each other. You will learn by doing, but you will also learn by experiencing, as you become “the patient” for your fellow students.
- Please respect each other's decency and sense of self-image while examining fellow students. Learn to utilize draping techniques and curtains to provide privacy for your “patient.”
- Please "put yourself out there" to be examined if you have an abnormality or normal variation and are comfortable sharing it. We will likely find a few normal variations throughout the year and sharing those with others can be extremely valuable.
- If you have any concerns regarding your participation as a “patient” or “examiner” in the laboratory, please contact the course instructor or laboratory instructor to discuss your concerns.
- This lab is a shared space. For example, the lab will be utilized for nursing health assessment instruction on some evenings. Please respect other students’ rights to this space.
- Lockers are assigned in the Physical Diagnosis Laboratory for the use of first year students. Please keep your belongings locked when not in use.
- There is to be no eating or drinking in the Physical Diagnosis laboratory at any time.
- Keep the lab clean and neat. Pick up any equipment or supplies and place them in the appropriate place at the end of your lab session.
- Please do not remove any equipment or supplies from the laboratory.
- Imaging and communication devices (cameras, videos, cell phone cameras, etc.) are not permitted in the lab at any time.
- Students have access to the laboratory during non-class times in order to practice skills. If these rules are not observed, students risk losing the privilege of using the lab without an instructor present outside of class hours.

Anatomy Laboratory Rules

Respect and gratitude

The cadavers that you will be dissecting have voluntarily donated their bodies for your education. They are some of your best teachers. Demonstrate your respect and gratitude for them at all times by your actions and words. Any disrespect shown in the lab or outside the lab regarding the cadavers will be considered unprofessional behavior. Unprofessional behavior will be referred to the Promotions Committee and may result in failure of the course or dismissal from the program.

Room maintenance

- The door is to be kept closed at all times.
- The windows are to be kept closed and the shades are to be kept drawn at all times.
- The temperature in the lab should be maintained at 65 F at all times. Dress in layers for your comfort.

Dressing for lab

- Lab coats are required to protect your clothing.
- Gloves are required during dissection and at any time you are working with cadavers or animals. If you have a latex allergy, please contact the instructor immediately. See “Latex Allergy” information above.
- No open-toed shoes are allowed in the lab.

Other

- No imaging devices, including cell phones are allowed in the lab at any time.
- Physician assistant students are not allowed to bring in guests, spouses, friends, or anyone else into the lab at any time.
- No food or beverages are allowed in the lab at any time.
- Keep the lab clean and neat. Put contaminated gloves and other materials in the biohazard bags. Put any material removed from the cadaver during dissection into the bin assigned to that cadaver. See Waste Disposal Policies below.
- Students have access to the laboratory during non-class times in order to study. If these rules are not observed, students risk losing the privilege of using the lab without an instructor present outside of class hours.

Anatomy Laboratory Waste Disposal Policies

Blood Borne Pathogen Training

All students and faculty must be trained in blood borne pathogens prior to participating in the laboratory.

Sharps

- Inventory of supplies kept in Program Office
- Supplies kept in locked cabinet in locked storage room
- Faculty member responsible for use of sharps in class/laboratory
- Used sharps disposed of in red sharps boxes located in anatomy lab (CS 133) and PD lab (CS 118).
- Red sharps boxes will be disposed of when full by calling Stericycle for pickup.

Red biohazard bags for Cadaver dissection and parts

- Each cadaver has its own red bag which is labeled to match the cadaver.
- All body parts, including any skin or tissue scraps, are to be placed into the red biohazard bag in the matching numbered bin.
- *Nothing else* is to be placed in these bags; they are to be placed with the cadavers for disposal at the end of the academic year.

Red biohazard bags for non-cadaver dissection and parts

- Biohazard bags are available for the disposal of gloves and paper towels that are used during cadaver dissection. All gloves and phenol-soaked paper towels that are in direct contact with the cadavers are to be disposed of in the biohazard bags in the anatomy lab.
- Biohazard bags are available in the PD lab for disposal of any materials that are used to control excessive bleeding.
- Biohazard bags are NOT to be used for disposal of routine gloves, paper towels, paper sheets, or paper gowns used in the PD lab, or for paper towels used after hand washing in the anatomy lab.
- Notify Department Chair to arrange for pickup of filled bags.

Liquid phenol

- Dilute liquid phenol is to be stored under the hood in the anatomy lab.
- Liquid phenol from the dissecting tables should be soaked up by paper towels and disposed of in the red biohazard bags as described above.
- Any other liquid phenol may be disposed of by flushing down the sink with copious water.
- Any spill of liquid phenol should be reported to Security at extension 4444; the room should be evacuated until cleanup is completed.

Conference Room Rules

- The conference room is a shared room available to all members of the Le Moyne Community for meetings, functions, etc. **IT MUST BE KEPT CLEAN AND ORDERLY AT ALL TIMES!!**
- Please return all reference materials to the shelves when you are done with them.
- Return office supplies and equipment (hole punch, stapler, pencil sharpener, etc.) to the side table when you are done with them.
- The use of the refrigerators and microwaves is a privilege that will only be provided as long as the room and its contents remain clean and orderly.
- Some general “ground rules” to prevent loss of conference room privileges include:
 - Food items may only be stored in the refrigerators from morning to evening. All items must be removed by the end of the day.
 - Food is not to be left in the refrigerators overnight.
 - The refrigerators and microwaves should remain clean at all times. A roll of paper towels and spray cleaner are available to you to start the semester. Please replenish them when they run out.
 - Food, food storage containers, mugs, etc. should not be left in the conference room. Please remove **ALL ITEMS** at the end of the day.
 - The tables and chairs should be cleaned from any food or drink residue.
 - Recyclables and returnables may be collected in the conference room, but **NOT STORED**. Please remove them when the garbage can is near full.
 - To enforce these rules occasional sweeps of the conference room will be made by faculty members at the end of the day. Any items improperly left in the conference room will be discarded and if the room is not properly cleaned, the use of the refrigerators, microwaves and/or room may be revoked.
- Please turn off the lights and make sure the windows are closed and locked if you are the last person leaving the conference room at night.
- Students have access to the conference room when it is not being used for Departmental meetings or other activities. If these rules are not observed, students risk losing the privilege of using the lab without an instructor present outside of class hours.