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MESSAGE FROM THE DIRECTOR

Welcome to PA School!

Are you ready to become a member of one of the fastest growing and sought-after professions in the nation? It’s a fact: our nation is losing primary care providers faster than new providers can be educated, which means the job market for PAs is exploding. You are poised to become part of this important group of providers that will change the medical communities in which we serve.

Over the next 33 months you will have opportunities to stretch beyond your comfort zone. You will learn clinical skills, develop critical thinking, and gain academic and clinical knowledge from both our program faculty and the multitude of medical professionals that volunteer their time to educate future providers.

All of this happens in our Christ-centered PA program where the PA faculty and staff, as well as the entire Union College community, are dedicated to not only teaching you medicine but how to blend medicine and faith. It is our goal that each of you will succeed in our program and become competent health care providers. Christ is the ultimate Healer and, by following His example of how to mentor and heal others, we know you will succeed.

Let’s have a great year,

Megan Heidbrink, MPAS, PA-C
Director, PA Program
1. VISION, MISSION, GOALS, AND PROGRAM LEARNING OUTCOMES

UNION COLLEGE PHYSICIAN ASSISTANT PROGRAM

1.1 VISION STATEMENT
Prepare excellent PAs who transform lives through quality health care and Christian service.

1.2 MISSION STATEMENT
To equip PA students, through rigorous training and caring mentorship in a quality program within a Christian atmosphere, to work in a team environment, demonstrate academic excellence, practice clinical acumen, show a high degree of professionalism, and exhibit servanthood.

1.3 GOALS

1. Teamwork.
Graduates will proficiently perform medical care as part of an interdisciplinary team.

Graduates will demonstrate a broad knowledge base for successful delivery of primary care medicine.

3. Clinical Acumen.
Graduates will apply an investigatory and analytical thinking approach to clinical situations.

4. Professionalism.
Graduates will demonstrate an attitude of professionalism and positive values.

5. Servanthood.
Graduates will render medical care and service with compassion.

To provide a quality educational program.

The Union College PA Program will accomplish its goals within or in excess of the accepted standards for the education of PAs, as outlined in the document “Accreditation Standards for Physician Assistant Education,” published by the Accreditation Review Commission on Education for the Physician Assistant, Inc.

TIPS FOR NEW STUDENTS

“Study in small increments and change the environment.”
Heidee Hanson, Class of 2007

“Enjoy each day. Being cheerful keeps you healthy. (Proverbs 17:22)”
Gatbel Chamjock, Class of 2007

“For all of the people pleasers: Focus on pleasing God, because, in medicine, you will never be able to please people.”
Brian Meusborn, Class of 2014
1.4 PROGRAM LEARNING OUTCOMES

For successful completion of the course of study for the degree of Master of Physician Assistant Studies (MPAS) at Union College PA Program, candidates for graduation must possess the knowledge, skills, attitudes and judgment to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Candidates must demonstrate the capacity to develop academic and emotional maturity and leadership skills to function in a medical team.

In 2004, in response to similar efforts being conducted within other health care professions and growing demand for accountability and assessment in clinical practice, representatives from the NCCPA, ARC-PA, APAP, and AAPA developed Competencies for the Physician Assistant Profession. This document serves as a foundation from which the Union College PA Program has developed its program learning outcomes and objectives.

1. Graduates will demonstrate interpersonal communication skills that result in effective information exchange with patients, physicians, professional associates, and other individuals within the health care system to promote optimal patient-centered care.

2. Graduates will utilize information technology to critically analyze medical literature to make evidence-based medical decisions that maximize diagnostic and therapeutic effectiveness.

3. Graduates will apply medical knowledge to evaluate and treat patients across the lifespan by obtaining a history and physical examination, selecting and interpreting diagnostic studies, formulating a differential and final diagnosis, and developing a treatment and management plan for primary care conditions.

4. Graduates will perform common clinical skills and procedures seen in a primary care setting.

5. Graduates will provide counseling, patient and family education, interventions, and appropriate referral for promotion, restoration, and maintenance of optimal levels of health for patients.

6. Graduates will exhibit ethical behavior and professional conduct expected of the PA in a medical practice setting while acknowledging professional and personal limitations.

7. Graduates will demonstrate the delivery of health care to disadvantaged and underserved populations.

8. Graduates will commit to professional and public service by carrying out compassionate and wholistic medical practice in light of a Christian faith and biblical perspective.
1.5 DISCUSSION OF THE PA PROGRAM VISION STATEMENT

The vision statement of the PA Program serves to clarify the heart and direction of the program in executing its mission:

*Prepare excellent PAs who transform lives through quality health care and Christian service.*

(Union College PA Program Vision Statement)

The greatest needs in the health care communities of our country and world continue to be in primary care, with significant trends consistently demonstrating shortages in family medicine (especially in rural and inner-city areas). The Union College PA Program is uniquely located in a city with convenient access to both rural and inner-city primary care arenas. The vision of the program leads with this emphasis on primary care for these underserved populations.

1.6 DISCUSSION OF THE PA PROGRAM MISSION STATEMENT

Union College has an enviable history of over one hundred twenty-five years devoted to educating men and women for rewarding careers and satisfying life decisions. The mission statement of the entire college serves as the springboard for the development of the PA Program:

*Union College is a Seventh-day Adventist community of higher education, inspired by Jesus Christ and dedicated to empowering students to learn, serve and lead.*

(Union College Mission Statement)

The Union College PA Program is under the academic direction and sponsorship of Union College in Lincoln, Nebraska. Union College, founded in 1891, is a four-year co-educational college offering programs leading to associate and baccalaureate degrees in liberal arts, as well as professional programs in allied health, business, education, nursing, and social work. The PA Program offers the first, and only, graduate degree available through Union College.

Union College is owned and operated by the Seventh-day Adventist Church and exhibits a diverse international climate. Many countries and most states are represented, though students come primarily from a nine-state area known as the Mid-America Union Conference (MAUC). The MAUC comprises Colorado, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. The college is sensitive to individual, racial, and ethnic differences and seeks students and personnel from diverse cultural backgrounds.

The mission of the PA Program joins the general theme of Union College, thereby extending the mission of the college through the focus of PA education:

*To equip PA students, through rigorous training and caring mentorship in a quality program within a Christian atmosphere, to work in a team environment, demonstrate academic excellence, practice clinical acumen, show a high degree of professionalism, and exhibit servanthood.*

(Union College PA Program Mission Statement)
1.7 DISCUSSION OF THE PA PROGRAM GOALS

Six key elements noted in the program’s mission statement break out as specific goals of the program. Every method, task, and decision made on behalf of the program must serve to meet at least one of these six goals:

1. TEAMWORK

Graduates will proficiently perform medical care as part of an interdisciplinary team.
(Union College PA Program, Goal 1)

Of paramount importance to the PA concept is the team approach to health care. The student is educated with the understanding that the patient is best served by the convergence of expertise from various sources within the health care system. Because of technological and intellectual advancements, one individual cannot provide adequate care in today’s complex and comprehensive medical practice. The PA lends his or her expertise, joined by others as indicated, to provide the best standard of care.

Union College believes that it is important to foster the development of clinical knowledge within a framework of interdisciplinary dependence. Students are taught to interact and communicate with patients, patients’ families, physicians, professional associates, and other individuals within the health care system. Instruction is also provided that allows students to demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient.

2. ACADEMIC EXCELLENCE

Graduates will demonstrate a broad knowledge base for successful delivery of primary care medicine.
(Union College PA Program, Goal 2)

It is understood that students will not be able to learn all facets of medicine by the time of graduation. With this in mind, the Union College PA Program fosters the concept of lifelong learning, while providing a solid foundation of both medical and behavioral sciences. Students gain refined decision-making skills, problem-solving techniques, and medical research concepts, leading to the accrual of further knowledge. Perhaps most importantly, Union College PA Program students also learn the appropriate communication of medical knowledge so that the intellect can be applied usefully to the clinical domain.

3. CLINICAL ACUMEN

Graduates will apply an investigatory and analytical thinking approach to clinical situations.
(Union College PA Program, Goal 3)

The curriculum of the Union College PA Program is designed to guide students through the acquisition of clinical decision-making and procedural skills in order to provide the student with sufficient education and experience to master the routine and common health care services.
1/VISION, MISSION, GOALS, AND PROGRAM LEARNING OUTCOMES

1.7 DISCUSSION OF THE PA PROGRAM GOALS CONTINUED

4. PROFESSIONALISM
Graduates will demonstrate an attitude of professionalism and positive values. (Union College PA Program, Goal 4)

Union College believes that professionalism is an essential aspect of PA practice and is, therefore, an essential component of PA education. Each member of the PA Program holds this as a goal and seeks to be a living example of professionalism. Students are expected to continually reflect on professionalism and how it looks in the various aspects of PA education and in life. To further this development, students are provided classroom instruction that explores various components of professionalism and are routinely evaluated on their demonstration of professionalism.

5. SERVANTHOOD
Graduates will render medical care and service with compassion. (Union College PA Program, Goal 5)

Union College believes that an attitude of altruistic service is instrumental to a genuinely rewarding career. The PA profession is a natural example of this altruism, as the hallmark of service is evidenced by the PA's role both to the physician employer and to the community at large. Students are apprentices to a number of role models who demonstrate generous humility in providing clinical care. The best illustration of this character is Jesus Christ, and His pattern of responsible servanthood is nurtured.

Because of the cultural diversity of Union College and of Nebraska’s capital city, the Union College PA Program is able to provide the student with a broad exposure to people of various social strata and ethnic, religious, and economic backgrounds. This goal goes beyond the PA's duty to simply treat patients and emphasizes the rewarding privilege of providing care for such a rich diversity of people.

6. QUALITY
To provide a quality educational program. (Union College PA Program, Goal 6)

Quality—in both education and performance—is an important goal of the Union College PA Program. Providing students with a solid medical foundation stems from qualified instructors and sufficient resources. The PA Program is committed to providing its students with quality in all aspects of the program, particularly as related to administration, curriculum, instruction, and clinical experiences.

These six goals—teamwork, academic excellence, clinical acumen, professionalism, servanthood, and quality—are the practical standards used by the Union College PA Program to secure the success of the program and its graduates.

1.8 INTEGRITY
The Union College PA Program places high priority on the value of integrity for its graduates. This value is critical to high quality health care, and national studies continue to document that a lack of integrity is a serious and pervasive concern contributing to the problems with the nation’s overall quality of health care.

Professional integrity in health care is broadly defined as an adherence to high ethical and moral standards and is often directly correlated, by definition and by measure, to honesty.

The Institute of Medicine, in their report “To Err Is Human” (1999), put the spotlight on how tens of thousands of Americans die each year from medical error. The seriousness of this is not in the fact that errors are made but the fact that most errors go unreported—an issue of honesty and integrity.

The American Academy of PAs (AAPA) has expressed the need to uphold honesty and integrity in the profession through documents such as “Guidelines for Ethical Conduct for the PA Profession.” A joint publication by the AAPA, the Physician Assistant Education Association (PAEA), the National Commission on Certification of Physician Assistants, Inc. (NCCPA), and the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), states that one of six “Core competencies for the Physician Assistant Profession” is “professionalism” which specifically includes integrity within the definition.

1.9 PROGRAM THEME VERSE

Philippians 1:9-11 provides a constant source of inspiration fitting the goals of the program:
And this is my prayer; that your love may abound more and more in knowledge and depth of insight, so that you may be able to discern what is best and may be pure and blameless until the day of Christ, filled with the fruit of righteousness that comes through Jesus Christ—to the glory and praise of God. (NIV)
2.1 DEFINITION OF A PHYSICIAN ASSISTANT

Physician assistants (PAs) are health professionals licensed to practice medicine with physician supervision. PAs are qualified by graduation from an accredited education program and certification by the National Commission on Certification of Physician Assistants, Inc. (NCCPA).

2.2 DESCRIPTION OF THE PA PROFESSION*

The PA is academically and clinically prepared to practice medicine with the direction and responsible supervision of a doctor of medicine or osteopathy. The physician-PA team relationship is fundamental to the PA profession and enhances the delivery of high-quality health care. Within the physician-PA relationship, PAs make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive, and health maintenance services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is focused on patient care and may include educational, research, and administrative activities.

The role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to respond to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient’s welfare are essential attributes.

The PA must always work under the direct or indirect supervision of a doctor of medicine or osteopathy, meaning that the physician is always available for consultation, will review records of patient visits, and will give feedback when needed. The responsibility of quality medical care resides with both the PA and the supervising physician. PAs may work in any specialty, though state laws usually require that the supervising physician and PA be of the same specialty.

The specific tasks performed by individual PAs cannot be delineated precisely because of the variations in practice requirements mandated by geographic, political, economic, and social factors. At a minimum, however, PAs are educated in areas of basic medical science, clinical disciplines, and discipline-specific problem solving. PAs practice in ambulatory, emergency, inpatient, and long-term care settings and deliver health care services to diverse patient populations with a range of acute and chronic medical and surgical conditions. They need knowledge and skills that allow them to function effectively in a dynamic health care environment.


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TIPS FOR NEW STUDENTS

“As painful as it might be, soak up as much of Pharmacology & Clinical Medicine as possible! These classes can be brutal, but they have the most USEFUL information.”

Tanya Martin, Class of 2012

“Rather than striving for perfection, try your hardest and do your best... that’s all you or anyone can ask of yourself!”

Jaycob Edwards, Class of 2019
2.3 THE HISTORY OF THE PA PROFESSION

In the early 1960s, the American Medical Association felt there was a need to expand medical coverage for rural and underserved areas. At this same time, a large number of medical corpsmen began returning from the Vietnam War. These servicemen had considerable experience in emergency medicine and surgery, and it was felt that they could quickly be trained to provide general medical care.

Eugene Stead, Jr., M.D., Chief of the Department of Medicine at the Duke University School of Medicine, used his experience of fast-track training physicians during World War II to develop a two-year curriculum to formally educate “physician assistants.” Three students, all former Navy medical corpsmen, become the first physician assistant (PA) graduates in October of 1967. Currently, there are over 200 programs across the nation educating PAs for the health care system.

The typical PA student tends to be professionally, scholastically and, often, chronologically more mature at the entry level than the usual student. This results from the fact that most programs draw from a pool of postgraduate and professional applicants who choose the PA profession out of their desire for increased service and productivity in the health care field. Typical attributes of these individuals are an ardent desire to serve, generous people skills, and a strong grasp of the scientific process and biomedical studies. The keen competition for positions and the intensity of the curriculum in most programs generally produce high-quality, highly motivated, and self-disciplined professionals.

In 1971, standards established the minimal expectations of quality in PA education. These standards, adopted by seven national medical organizations, determine the minimum requirements for a PA program to receive accreditation. Only graduates from accredited PA programs may sit for the PA National Certifying Examination (PANCE). All fifty states, the District of Columbia, and all American territories require certification by the NCCPA, which involves successful passage of a comprehensive objective examination at the national level in order to be licensed to provide health care as a PA.

Formal education in today’s PA programs includes a broad-based bioscience curriculum with courses in general medicine, the practical and legal aspects of the profession, and professional skills. A significant portion of the professional training is spent in direct, hands-on clinical rotations under the supervision of physician and midlevel provider preceptors. In this environment the students have the opportunity to sharpen the patient care skills already learned in the classroom, as well as learn new skills from experienced health care providers. This combination of didactic methods and apprenticeship instruction provides maximal learning and retention of that learning. The depth and breadth of the curriculum reflects graduate level education, represented by an intellectually demanding study of clinical medicine and professional health care issues, a high level of graduate faculty-student interaction, and an emphasis on research and its application to the field of health care. At Union College, these studies and learning experiences culminate in the award of a professional graduate degree, the Master of Physician Assistant Studies (MPAS).
2.4 ACCREDITATION OF PA EDUCATION

Programs for educating PAs must be accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). Formerly, this organization served as a committee under the Commission on Accreditation of Allied Health Education Programs (CAAHEP). In January 2001, the committee became a free-standing organization, serving as the only accreditation body for PA programs in the country. Seven national medical organizations cooperate with the ARC-PA to establish, maintain, and promote appropriate standards of quality for entry-level education of PAs: the American Academy of Family Physicians, the American Academy of Pediatrics, the American Academy of PAs, the American College of Physicians, the American College of Surgeons, the American Medical Association and the Physician Assistant Education Association.

A PA graduate is not eligible to take the national certifying exam unless the PA graduated from a program that is accredited by the ARC-PA. A PA graduate must pass the national certifying exam in order to practice in all states, the District of Columbia, and all American territories.

The criteria established by the ARC-PA in determining a program’s eligibility for accreditation are set forth in a document called the “Accreditation Standards for Physician Assistant Education.” The ARC-PA requires that a detailed application and self-study document be submitted by the sponsoring institution of the PA program. A report is then completed by an on-site evaluation team of PA educators who are trained to measure compliance with the standards. ARC-PA determines program accreditation on the basis of that application and report.

Upon achieving accreditation, the sponsoring institution is required to reapply for continued accreditation at intervals established by the ARC-PA. The intervals may not exceed seven years.

In 1997, the Union College PA Program received provisional accreditation as a new program; this was transitioned to full accreditation in 2000. The program’s most recent accreditation site visit was in November 2018. In the Commission’s March 2019 review, the program was assigned Accreditation-Continuing status. The official ARC-PA statement regarding this designation is printed below.

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

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2027. The review date is contingent on continued compliance with the Accreditation Standards and ARC-PA policy.

TIPS FOR NEW STUDENTS

“Don’t buy any SMALL 3-ring binders, and don’t buy a SMALL backpack.”
Jim Gromney, Class of 2007

“You must be flexible; otherwise you’ll go crazy!”
Michael Knutsen, Class of 2012

“Don’t let Monday fool you; Friday is just around the corner!”
Heather Hoewing, Class of 2009
3.1 PROFESSIONAL ORGANIZATIONS

3.1.1 NEBRASKA ACADEMY OF PHYSICIAN ASSISTANTS (NAPA)

All states have organizations that represent the interests of the PA profession within the state. In addition to maintaining a functional network of PAs across the state, each professional organization provides necessary guidance and representation to state legislatures on professional practice issues. Most produce newsletters and public relations information pertinent to PA practice in the state. Some provide placement services for PA employment within the state and adjacent areas. Some have a branch which addresses student and educational interests, and many sponsor annual state conventions for the purpose of creating solidarity and providing continuing medical education (CME).

The Nebraska Academy of Physician Assistants (NAPA) has a membership that represents about 50 percent of the approximately 800 practicing PAs in the state. A student membership category is available to members in good standing of a student society at an accredited PA program; this provides the benefits of NAPA membership at no cost. Student involvement in NAPA is encouraged, including attendance at annual NAPA CME meetings. The student president of the John Kerbs Society (a Union College PA student society) sits as a voting member of the NAPA Board of Directors. An application for NAPA membership is made available to all PA students at Union College.

Nebraska Academy of Physician Assistants
8700 Executive Woods Drive, Suite 400
Lincoln, NE 68512
Phone – (402) 476-1528
Web – www.nebraskapa.org

3.1.2 AMERICAN ACADEMY OF PAs (AAPA)

The AAPA is the official national organization representing PA interests at the national level. It incorporates all the functions mentioned under the state academies at the national level, plus it provides liaison relationships with other professional organizations, such as the American Medical Association, the American Academy of Family Physicians, the ARC-PA, and the NCCPA, among others. The AAPA is governed by elected delegates from each state, who meet as the House of Delegates at the annual national conference. Ongoing business is conducted through the year by an elected Board of Directors and several active councils and committees. The AAPA offers a number of valuable services to its members, including CME opportunities, malpractice insurance, professional publications, and a variety of employment services. The AAPA’s national conference is an excellent opportunity to network with peers, obtain qualified CME, and participate in the governmental affairs of the profession. The conference is held in May each year in various cities across North America: The 2019 conference was held in Denver, Colorado, and the 2020 conference is scheduled for May 16-20 in Nashville, Tennessee. The AAPA addresses any and all subjects of interest vital to the PA profession. A one-time fee of $75 provides student membership, which is active until graduation. All student members of AAPA are considered members of the Student Academy (SAAAPA), described in section 3.1.10. An application for membership is made available to all PA students at Union College.

American Academy of PAs
2318 Mill Road, Suite 1300
Alexandria, VA 22314
Phone – (703) 836-2272
Web – www.aapa.org

3.1.3 THE CENTER FOR BIOETHICS AND HUMAN DIGNITY (CBHD)

The CBHD is a Christian bioethics research center at Trinity International University whose purpose is to bring Christian perspectives to contemporary bioethical challenges facing individuals, families, communities, and societies. Projects to date have addressed such topics as physician-assisted suicide, biotechnologies, genomics, and right of conscience issues. Thoughtful and stimulating resources in print, audio, and visual media provide an intellectual study of various ethical issues from a Christian perspective, including the quarterly peer-reviewed journal, Ethics & Medicine: An International Journal of Bioethics, and the newsblog Bioethics.com. Student membership is available for $40; this provides an electronic subscription to the Center’s quarterly publication Dignitas and a print subscription to Ethics & Medicine. Further benefits include discounted subscriptions to other publications and a reduced registration fee for the CBHD annual conference.

The Center for Bioethics and Human Dignity
Trinity International University
2065 Half Day Road
Deerfield, IL 60015
Phone – (847) 317-8180
Web – www.cbhd.org
3.1.4 CHRISTIAN MEDICAL AND DENTAL ASSOCIATIONS (CMDA)

Founded in 1931, the mission of CMDA—an organization representing over 16,000 physicians, dentists, and allied health professionals—is to “change hearts in healthcare.” CMDA has become a multi-faceted resource center for Christian health practitioners, as well as a coordinated network that facilitates fellowship and professional growth.

CMDA promotes Christian values on bioethical and other health care issues heard across the country in the media. Significant position statements have been formulated on critical issues, such as abortion, physician-assisted suicide, embryo research, and others. CMDA also supports a wide variety of mission opportunities (both domestic and international), leads regional and national conferences, publishes the quarterly magazine *Today’s Christian Doctor,* and provides a placement service that includes PA listings. The organization includes a specialty section for PAs, which provides all benefits and services. Student standard membership is $64, while electronic-only membership is free. Applications are available on the CMDA website.

Christian Medical and Dental Associations
2604 U.S. Highway 421
Bristol, TN 37620
Phone – 888-230-2637
Web – www.cmda.org

3.1.5 JOHN KERBS PA STUDENT SOCIETY (JKS)

The inaugural PA student class at Union College established the John Kerbs Society as the official PA student organization on campus. The society is named after the former president of Union College whose vision and leadership brought the PA program into existence. The society meets regularly to plan community service activities, hold social functions, and to represent the society at state and national meetings. The society is led by a board of student-elected officers, including the president, vice-president, secretary, treasurer, chaplain, diversity chair, and information services chair. The society also elects students to serve as leaders in the House of Delegates of the AAPA and the Assembly of Representatives of the SAAAPA. A historical description of the society’s origin is found in section 10.3.
3.1 PROFESSIONAL ORGANIZATIONS CONTINUED

3.1.6 NATIONAL COMMISSION ON CERTIFICATION OF PHYSICIAN ASSISTANTS, INC. (NCCPA)

This organization, based in Duluth, Georgia, is responsible for the certification and recertification of all PAs. The Commission includes representation from thirteen national medical organizations: the American Academy of Family Physicians, the American Academy of Pediatrics, the American Academy of PAs, the American College of Emergency Physicians, the American College of Physicians, the American College of Surgeons, the American Hospital Association, the American Medical Association, the American Osteopathic Association, the Association of American Medical Colleges, the Physician Assistant Education Association, the Federation of State Medical Boards and the United States Department of Veterans Affairs.

The NCCPA composes and administers the Physician Assistant National Certifying Examination (PANCE), given to PA graduates for the purpose of certification. To sit for this exam, the PA must have graduated from an accredited program. The initial certifying exam is offered by computer-based testing. The exams are administered at any of over 300 Pearson VUE test centers. The test questions are presented on a computer screen with responses made either with the keyboard or the mouse. The examination consists of 300 multiple-choice questions given over a period of five hours of testing (an additional 45 minutes is allotted for breaks between sections). The registration fee for 2019 exams was $500. The NCCPA scores the exam and directly notifies the individual regarding certification approximately two weeks after the test date.

Once certified, the PA-C must accrue 100 hours of continuing medical education every two years, to include at least 50 hours of Category I credits, and must take the Physician Assistant National Recertifying Examination (PANRE) every ten years to remain certified. The PANRE registration fee in 2019 was $350.

National Commission for Certification of Physician Assistants, Inc.
12000 Findley Road, Suite 100
Duluth, GA 30097
Phone – (678) 417-8100
Web – www.nccpa.net

3.1.7 PHYSICIAN ASSISTANT EDUCATION ASSOCIATION (PAEA)

Formerly known as the Association of PA Programs (APAP), PAEA is the educational arm of the profession and provides many important services to PA programs across the country. PAEA is the only national organization in the United States representing PA educational programs. Its mission is to pursue excellence, foster faculty development, advance the body of knowledge that defines quality education and patient-centered care, and promote diversity in all aspects of PA education. There is a national PAEA Education Forum each fall focused on refining PA education. A strong spirit of cooperation and fellowship among PA educators creates a unique opportunity for sharing and dialogue. Full membership in PAEA is most often held by program only, though individual colleague membership is available for $125, and the PAEA Board of Directors has a Student Member-at-Large (SMAL) position. An application for the SMAL is available on the PAEA website.

Physician Assistant Education Association
655 K Street NW, Suite 700
Washington, D.C. 20001
Phone – (703) 548-5538
Web – www.PAEAonline.org

TIPS FOR NEW STUDENTS

“Take each day as it comes, and don’t get worked up over things in the future.”
Joe Langshaw, Class of 2005

“Make time for yourself or else you will go crazy!”
Brittni Lair, Class of 2015

“Let go of the competitive spirit that helped you get into PA school, and learn to listen to and learn from all your classmates.”
Alys Seay, Class of 2019
3.1.8 THE PA FOUNDATION (PAF)

As the philanthropic arm of the American Academy of PAs, the PA Foundation’s mission is to empower PA engagement in philanthropic programs that improve health. Contributions have supported a wide variety of projects including health care services and health education to underserved populations both internationally (such as Ghana, Honduras, and Namibia) and in the United States. Over seventy PA student scholarships are also awarded annually, and Union College PA students have been competitive in receiving these scholarships. Scholarship applications are available on the PAF website: https://pa-foundation.org/scholarships-fellowships/pa-student-scholarships.

3.1.9 PI ALPHA HONOR SOCIETY

Pi Alpha is the national PA honor society, organized for the promotion and recognition of significant academic achievement, leadership, research, community/professional service and related activities, and the encouragement of a high standard of character and conduct among both PA students and graduates. Union College is a Pi Alpha charter chapter and each year nominates candidates for membership in any of three categories: student, alumni/faculty, and honorary members. Student membership requires nominations by faculty; these are based on scholastic achievement, as well as demonstrated excellence in research, publishing, community/professional service, and leadership activities.

3.1.10 STUDENT ACADEMY OF THE AAPA (SAAAPA)

The AAPA recognizes SAAAPA as the sole organization representing PA students. SAAAPA meets annually during the AAPA national conference. Business is conducted during the year by a student-led board of officers. Every program may have student representation at the governing Assembly of Representatives during the national PA conference. SAAAPA is represented to the PAEA's Board of Directors. Student membership in AAPA is available through SAAAPA, extending the privileges of AAPA fellow members at a discounted rate. Applications are made available to all Union College PA students.
3.2 PROFESSIONAL PUBLICATIONS

In addition to the host of journals generally available to medical professionals and the various disciplines within medical practice, there are a number of journals and newsletters published specifically for the PA (3.2.1 through 3.2.5). These publications provide medical information and include articles of professional interest, as well as job listings and recruitment sections. Publishers obtain mailing lists from AAPA, state academies, and medical board sources. Typically, they are provided free of charge or as a benefit of organization membership. With permission, Union College provides addresses of all current PA students for available student subscriptions. Following is a listing of the most common professional medical periodicals.

3.2.1 PA PROFESSIONAL

This semi-monthly publication--provided only to AAPA and SAAAPA members--is devoted to informing PAs about the nonclinical issues (laws, legislation, reimbursements, and professional patient concerns) affecting them and their patients. It also brings timely news of the Academy and professional employment opportunities.

3.2.2 THE CLINICAL ADVISOR

This monthly publication, one of six medical titles offered by Haymarket Media, Inc., offers a broad range of peer-reviewed clinical articles and profession-oriented materials for the PA. It seeks to provide editorial content that is relevant to and reflective of the growing diversity of the PA community. The publishers desire to stimulate PAs to evaluate and reevaluate their profession’s role in a rapidly changing health care system.

3.2.3 CLINICIAN REVIEWS

This publication is a joint venture between Clinicians Publishing Group and Williams & Wilkins. It is designed to keep the PA and NP abreast of the ever-changing, continually growing body of medical knowledge by reporting on the latest medical care advances. Articles and features cover major areas of medicine and surgery. Union College receives courtesy issues each month for distribution to students.

3.2.4 JOURNAL OF THE AAPA (JAAPA)

This is the official journal of the AAPA and is a peer-reviewed forum dedicated to education and the advancement of the PA profession. The goal of the Journal is to improve health care by publishing current information and research on clinical care, education, health policy, and professional issues. Complimentary monthly copies are sent to all PA students.

3.2.5 THE JOURNAL OF PHYSICIAN ASSISTANT EDUCATION

This is the official journal of the PAEA, dedicated to advancing PA education by publishing scholarly manuscripts germane to PA educators. The quarterly journal also provides a forum for sharing ideas and innovations enhancing PA education.

3.2.6 THE NEW ENGLAND JOURNAL OF MEDICINE (NEJM)

Published by the Massachusetts Medical Society, the NEJM is the oldest continuously published peer-reviewed medical journal. This prestigious publication provides a plethora of free material on its website, in addition to maintaining a print version.

3.2.7 JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION (JAMA)

Published 48 times a year, JAMA is a peer-reviewed medical journal that covers all aspects of the biomedical sciences. Free material is provided on the website.

3.3 PA EMPLOYMENT RESOURCES

PA positions are offered through medical personnel pools, search organizations and recruitment services. Contact information for such organizations is commonly found in advertisements in professional publications. Most state academies and PA programs, including Union College, maintain current employment listings for their local areas. Recruitment information, such as résumé writing and interview skills, is available through the Union College Career Center. The Union College PA Program provides an in-depth employment workshop during the final year of the program, offering counsel to lead graduates to successful employment. Regular emails provide national and state job listings to third-year students, as well as interested alumni. Job search materials are also available through the AAPA.

3.4 PROFESSIONAL PRODUCTS AND SERVICES

Other professional services, promotional items, and educational materials are available through the AAPA. Some of the more desirable services include individual salary profiles, a computerized career referral service, and professional liability insurance. Reports from the annual member census, AAPA policy manuals, and position papers are also available. For a complete listing of products, visit the AAPA website at aapa.org.
4.1 NON-DISCRIMINATION POLICY

All applications are reviewed without regard to age, sex, race, color, ethnicity, creed or national origin. Admission preference is given to Union College students or graduates and to graduates of other accredited North American Division Seventh-day Adventist colleges and universities. The program also gives a preference for those applicants with medium or high classification of patient care experience (as described on the PA Program website).

The PA Program Admissions Committee admits applicants from other colleges and universities who have demonstrated a commitment to Christian principles and are best suited to meet the educational goals of the Union College PA Program.

4.2 ADMISSION CRITERIA

The committee will recommend candidates who meet the admission requirements, technical standards, and course prerequisites listed herein, and present the best overall profile, as evidenced by the following attributes:

1. Overall GPA—ability to meet the demands of the PA Program as shown by college GPA, grade trends, and variety and rigor of courses taken;
2. Science GPA—ability to successfully complete the basic science portion of the PA Program as shown by the quality of academic science preparation;
3. Health care experience—ability to perform professionally in the health care environment as shown by experience in the delivery of health care;
4. Christian values—career goals consistent with the philosophy and goals of Union College, including commitment to Christian service;
5. Sound health—physical and mental health to meet the standards of the profession, as evidenced by completion of a physical examination (and submission of the required form);
6. Outstanding character—noteworthy character traits such as moral integrity, compassion, diligence, etc.; and,
7. Personality and maturity—commendable interpersonal skills and appropriate maturity based on a personal interview with representatives of the PA Program Admissions Committee.

TIPS FOR NEW STUDENTS

“Remember, you chose to be here. Keep your head up, take breaks, and lean on your classmates.”
Kaitlyn Peterson, Class of 2013

“It is important to grow as a class. If at all possible, try to participate in intramurals, fun activities or relaxing events. Schedule them to prevent burnout.”
Shuree Oldehoeft, Class of 2004
4/ UNION COLLEGE PA PROGRAM FOUNDATIONS

4.3 TECHNICAL STANDARDS

Union College recognizes that individuals vary widely in their ability to meet the following standards. Candidates are encouraged to discuss their abilities with the PA Program Admissions Committee, and jointly consider technological and other facilitating mechanisms needed in order to train and function effectively as a PA. Union College is committed to enabling its students by any reasonable means or accommodations to complete this course of study. Some difficulties in these areas may be overcome, but candidates for the PA Program must be able to perform in a reasonably independent manner without the use of trained intermediaries.

1. Observation: Candidates must be able to observe demonstrations and experiments in the basic and clinical sciences (including computer-assisted instruction) and must be able to observe a patient accurately at a distance and close at hand.

2. Communication: Candidates must be able to communicate accurately and with clarity, in spoken and written forms, with appropriate respect and sensitivity toward faculty, patients, and all members of the health care team.

3. Motor: Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers.

4. Senses: Candidates must have sufficient use of the senses of vision, hearing, touch, and smell necessary to directly perform a physical exam.

5. Problem-solving: Candidates must be able to learn to measure, calculate, analyze, and synthesize data to reach diagnostic and therapeutic judgments.

6. Clinical Skills: Candidates are expected to be able to learn and perform routine laboratory tests and diagnostic and therapeutic procedures.

7. Behavioral Attributes: Candidates must possess the emotional health necessary for full utilization of their intellectual abilities, the exercise of sound judgment, the prompt completion of responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with faculty, clinical staff, and patients.

8. Judgment: Candidates must be able to learn and demonstrate the ability to recognize limitations to their knowledge, skills, and abilities, and to seek appropriate assistance with their identified limitations.

9. Stability: Candidates must be able to learn to respond with precise, efficient, and appropriate action in emergency situations.

10. Perseverance: Candidates are expected to possess the humility to accept criticism and the diligence to successfully complete the physician assistant curriculum and enter the practice of medicine as certified PAs.

Candidates who are admitted to the Union College PA Program are required to sign, on the first day of orientation, a statement that certifies that they have read, fully understand, and meet each of the technical standards.

4.4 GRADUATE STUDENT LIFE PHILOSOPHY

Based on its biblical faith and traditions of health and lifestyle, Union College is deeply committed to belief in living a life informed by Scripture and inspired by Jesus Christ. These perspectives are central to the college’s philosophy of graduate student life. The college seeks to provide an environment that is not only Christ-centered, but that encourages self-discovery and development in community with other learners. Graduate students at Union College are expected to display greater maturity and focus than traditional undergraduates and shall, therefore, be more self-directed as they prepare for professional careers. While graduate student life policies are designed to address the needs and circumstances of the graduate community, all students are expected to respect the values of Union’s Seventh-day Adventist heritage.

4.5 GRADUATE STUDENT STATEMENT OF UNDERSTANDING

The Statement of Understanding briefly explains expectations of the student and asks for the student to indicate understanding of each requirement, as well as the student’s intention to comply. This form is signed during PA orientation in the first fall semester, prior to beginning classes.
UNION COLLEGE PA PROGRAM
Student Statement of Understanding

A. Student Understanding and Agreement for Working with Diverse Groups

I understand that as part of the educational experience at the Union College PA Program, I will work with individuals and families representing a variety of cultural, religious, ethnic, racial, sexual orientation, and socio-economic backgrounds. I agree to participate in such educational experiences with individuals regardless of the backgrounds of persons assigned to me.

Initial: ________

B. Reciprocal Peer Group Practice

An important part of the educational experience will involve PA students learning from one another. PA students will practice interviewing skills, take part in role-playing exercises, and perform multiple physical examinations on each other, both same and opposite sex (respecting each PA student’s privacy). Additionally, students will be expected to perform certain non-invasive clinical procedures (e.g., apply cast/splints) on each other. Students will not be required to perform breast, pelvic, rectal, or genitalia exams on fellow classmates. I understand that the PA program will require peer group practice, and I am willing to participate, serving in both “practitioner” and “patient” roles as may be required.

Initial: ________

C. Health Status

To the best of my knowledge, I DO NOT have any condition (physical or mental) which will compromise my ability to provide safe patient care. Furthermore, I have reviewed the Technical Skills document and agree to inform the program director of any changes in my physical, psychological, or emotional condition.

Initial: ________

D. CPR/ACLS Certification

I understand the American Heart Association’s “AHA BLS Healthcare Provider” and the “AHA ACLS Healthcare Provider” certifications are required prior to beginning the clinical phase of the program. It is my responsibility to maintain certification during the entire clinical year and provide documentation on request. (With the new American Heart Association guidelines, only AHA BLS Health Care Provider cards are accepted when taking the ACLS Provider course.) I will complete ACLS during the spring semester of the second year (in PHAS 564 Clinical Therapeutics), prior to beginning clinical rotations.

Initial: ________

E. Classes/Academic Sessions Attendance

I understand the attendance policy as outlined in the Union College PA Student Handbook. I am expected to attend all classroom sessions, clinical experiences, examinations, laboratory sessions, group sessions, community service events, and any other academic session required by the Union College PA Program, regardless of location, and I am expected to provide my own transportation to each of these events. The policy for reporting planned and unexpected absences has been explained.

Initial: ________

F. Malpractice and Health Insurance Information

I understand that, while attending the Union College PA Program, PA students are covered under an “umbrella” malpractice policy. Furthermore, I understand that my clinical experiences will be limited to those approved by the Union College PA Program. I understand that it is a requirement to both maintain health insurance while a student in the PA Program and provide documentation of coverage upon request. Furthermore, I understand that if I fail to provide this evidence, I must enroll in the Union College student health insurance plan (the premium will be charged to my student account).

Initial: ________
G. Clinical Rotation Agreement

I understand that the Union College PA Program assigns all clinical rotations and that there is no guarantee I will be assigned a specific location or rotation. I also understand that clinical rotation sites are subject to change, sometimes without much advanced warning. During the clinical year, I may have to relocate for periods of time, due to availability of clinical sites as well as meeting the Union College PA Program mission of serving rural and underserved communities. Generally, I am expected to provide my own housing. The program does not guarantee that housing will be provided at no expense to me at clinical sites.
Initial: ________

H. PA Student Handbook

I have a copy of the Union College PA Student Handbook and have reviewed the contents and had an opportunity to ask questions about policies and procedures contained in the handbook. Furthermore, I attest that I understand and agree to comply with all provisions outlined in the handbook, including the academic and professional behavior requirements.
Initial: ________

I. Communication

I agree to promptly inform the program’s office coordinator of any changes to my contact information. Furthermore, I understand that email is a primary means of communication for the Union College PA Program, and I agree to check my Union College email account daily and respond promptly (within one business day) to all communications. I will also check for voicemail messages and treat them with the same level of importance. I understand that I may be subject to disciplinary action for failure to respond to faculty or staff communications (whether mail, telephone, or email) in a timely manner. In urgent or emergent situations, I will use phone communication.
Initial: ________

J. Contact Information

I understand that while a student of the Union College PA Program, I need to keep all contact information (mailing address, phone number(s), email address, etc.) current with the PA Program office coordinator.
Initial: ________

K. Classroom and PA Student Etiquette

I will conduct myself in a professional and courteous manner with my peers, instructors, and guests. I will dress appropriately according to the PA Student Handbook, and I will refrain from using electronic devices and apps (instant messaging, email, text messaging, web browsing, etc.) for non-academic purposes during class sessions.
Initial: ________

L. Relationships

I understand that assignments—such as student group placement, commuting, and clinical rotation placement or housing—will be made individually, without regard to previously established relationships (e.g., spouses, siblings, other relatives, and coworkers), and that the program expects me to completely integrate myself into the program by establishing professional relationships with the whole class.
Initial: ________

As a Union College PA student, I have read, I understand, and I accept all terms of this statement.
Signature: ___________________________ Date: ___________________________
Print Name: ___________________________
4.6 CREDENTIALS AWARDED

Union College PA Program graduates are awarded a Master of Physician Assistant Studies (MPAS) degree and a certificate of completion. Program graduates are qualified to sit for the PANCE.

Upon approval by the PA Admissions Committee, a small number of accepted applicants to the PA Program will be awarded a Bachelor of Science in health sciences (BSHS) after the successful completion of selected portions of the PA Program curriculum. These students are awarded the MPAS degree after they have successfully completed the entire curriculum of the PA Program.

TIPS FOR NEW STUDENTS

“You’ll be learning how to relate to all kinds of patients in all kinds of settings. Start putting it to use on your classmates—don’t jump to conclusions, look for underlying causes, and work to make things better.”

Tim Yrastorza, Class of 2005

“Trust in the Lord with all your heart, and lean not on your own understanding. In all your ways acknowledge Him, and He shall direct your paths.”

Words of King Solomon (Prov. 3:5-6)
5/ COSTS

Overall, tuition changes each year, usually between two and four percent. Fall and Spring semesters are charged by a flat rate that covers 12 to 17.5 credit hours. Summer coursework is charged at a flat rate based upon a full-time enrollment of 12 to 17 hours.

Projected costs for the 2019-2020 academic year are found in section 5.1. Information on student charges is available from the office of Student Financial Services (extension 2504).

5.1 PROJECTED COSTS, 2019-2020

Tuition and Fees
Year 1 (2 semesters + part-time summer)
- Fall: $14,630
- Spring: 14,630
- Summer: 7,040
- Total: 36,300

Year 2 (2 semesters + full-time summer)
- Fall: $14,630
- Spring: 14,630
- Summer: 14,080
- Total: 43,340

Year 3 (2 semesters, no summer)
- Fall: $14,630
- Spring: 14,630
- Total: 29,260

5.2 ADDITIONAL EXPENSES

TEXTBOOKS
Textbooks may be purchased (or rented) from the campus bookstore, online retailers, and friends. Most required textbooks are available digitally through AccessMedicine online, with no additional cost to the student. Students who prefer hard copies should allow for an annual budget of up to $1,500 (the maximum cost for new textbooks).

HEALTH INSURANCE
All full-time students are required to have health insurance. Students may either provide proof of insurance at registration or purchase a plan through Union College (about $2,253 per year). Plans are also available for spouses and dependants; rates may vary for international students.

EQUIPMENT
Each incoming student will make a one-time medical equipment purchase costing approximately $1,500. This equipment must be obtained during the first Fall semester (see section 8.3 for details).

COMPUTER
A laptop computer with internet access is required of all PA students and is also necessary upon matriculation into the PA Program.

HOUSING
College apartments are available, on space available basis, to married students, students who are parents, or students 22 years of age or older. The college is located in a residential section of town with many housing options available. During clinical rotations, some housing costs are borne by the student. While these expense can vary greatly, the student should be prepared for potential expenses of at least $1000 during the final year of the program.

TRAVEL
Costs associated with travel are the responsibility of the student, during both the didactic and clinical portions. While expenses relating to this can vary greatly, the student should be prepared for potential expenses of $1,800. (See sections 6.4.2 and 6.4.3 for additional information about clinical year travel and housing.)

5.3 TUITION REFUNDS

Union College offers a 100 percent refund of tuition and required fees should a student drop some classes or completely withdraw from the college on or before the published “Last day to Add/Drop Classes.” See the Union Academic Bulletin for the complete policy.

TIPS FOR NEW STUDENTS

“Remember to take time to breathe and enjoy the PA experience. You’re working with a great group of people!”  Shelly Tyser, Class of 2005

“Do not let your hearts be troubled. Trust in God; trust also in Me.” Words of Jesus Christ (John 14:1)

“Take a nap.” Jian Wu, Class of 2005
## PA PROGRAM CURRICULUM

### 6.1 CURRICULUM OVERVIEW

#### DIDACTIC

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PHAS 506</td>
<td>Evidence-based Literature Review and Application</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 510</td>
<td>Clinical Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 511</td>
<td>Human Anatomy</td>
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</tr>
<tr>
<td>PHAS 514</td>
<td>Medical History &amp; Physical Exam Skills</td>
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</tr>
<tr>
<td>PHAS 515</td>
<td>Clinical Diagnostic Procedures</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 518</td>
<td>Psychiatry &amp; Behavioral Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 519</td>
<td>Differential Diagnosis &amp; Case Development</td>
<td>2</td>
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<tr>
<td>PHAS 525</td>
<td>PA Professional Issues</td>
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<td>PHAS 531</td>
<td>Clinical Medicine I</td>
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<td>PHAS 532</td>
<td>Clinical Medicine II</td>
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</tr>
<tr>
<td>PHAS 533</td>
<td>Preventive Health</td>
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<tr>
<td>PHAS 534</td>
<td>Clinical Medicine III</td>
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</tr>
<tr>
<td>PHAS 539</td>
<td>Christian Health Care &amp; Bioethics</td>
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<tr>
<td>PHAS 546</td>
<td>Clinical Skills I</td>
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<td>PHAS 547</td>
<td>Clinical Skills II</td>
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<td>PHAS 553</td>
<td>Diversity in Medicine</td>
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</tr>
<tr>
<td>PHAS 557</td>
<td>Electrocardiography</td>
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<tr>
<td>PHAS 558</td>
<td>Medical Physiology</td>
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<td>PHAS 559</td>
<td>Clinical Pathophysiology</td>
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<td>PHAS 562</td>
<td>Medical Genetics</td>
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<tr>
<td>PHAS 564</td>
<td>Clinical Therapeutics</td>
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<td>PHAS 584</td>
<td>Pharmacology</td>
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</tr>
<tr>
<td>PHAS 594</td>
<td>Master's Capstone Project I</td>
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<tr>
<td>PHAS 595</td>
<td>Master's Capstone Project II</td>
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#### CLINICAL

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<th>Hours</th>
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<tr>
<td>PHAS 620</td>
<td>Family Practice Rotation</td>
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</tr>
<tr>
<td>PHAS 622</td>
<td>Internal Medicine Rotation</td>
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<tr>
<td>PHAS 623</td>
<td>Surgery Rotation</td>
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<tr>
<td>PHAS 624</td>
<td>Obstetrics &amp; Gynecology Rotation</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 625</td>
<td>Pediatrics Rotation</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 626</td>
<td>Cardiology Rotation</td>
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<tr>
<td>PHAS 627</td>
<td>Emergency Medicine Rotation</td>
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<tr>
<td>PHAS 628</td>
<td>Orthopedics Rotation</td>
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</tr>
<tr>
<td>PHAS 629</td>
<td>Psychiatry Rotation</td>
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</tr>
<tr>
<td>PHAS 630+</td>
<td>Elective Rotation(s)</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Hours: 118
6/ PA PROGRAM CURRICULUM

6.2 CALENDAR

Fall / Aug. 26, 2019 - Dec. 18, 2019
PHAS 511 Human Anatomy 5.0
PHAS 514 Medical History and Physical Exam Skills 4.0
PHAS 539 Christian Health Care & Bioethics 3.0
PHAS 558 Medical Physiology 5.0
Total 17 hrs

Spring / Jan. 13, 2020 - May 5, 2020
PHAS 518 Psychiatry & Behavioral Medicine 3.0
PHAS 525 PA Professional Issues 2.0
PHAS 533 Preventive Health 1.0
PHAS 559 Clinical Pathophysiology 4.0
PHAS 562 Medical Genetics 1.0
PHAS 584 Pharmacology 5.0
Total 16 hrs

Summer / May 11, 2020 - May 22, 2020 (2 wks)
PHAS 506 Evidence-based Literature Review and Application 3.0
PHAS 594 Master's Capstone Project I 3.0
Total 6 hrs

Fall / Aug. 2020 - Dec. 2020 (Dates TBA)
PHAS 510 Clinical Nutrition 2.0
PHAS 515 Clinical Diagnostic Procedures 3.0
PHAS 531 Clinical Medicine I 6.0
PHAS 546 Clinical Skills I 4.0
PHAS 557 Electrocardiography 1.0
PHAS 595 Master's Capstone Project II 1.0
Total 17 hrs

Spring / Jan. 2021 - May 2021 (Dates TBA)
PHAS 532 Clinical Medicine II 6.0
PHAS 534 Clinical Medicine III 3.0
PHAS 547 Clinical Skills II 2.0
PHAS 553 Diversity in Medicine 1.0
PHAS 564 Clinical Therapeutics 4.0
Total 16 hrs

Summer / May 2021 (Dates TBA)
PHAS 519 Differential Diagnosis and Case Development 2.0
PHAS 620+ Clinical Rotations 12.0
Total 14 hrs

Fall / Aug. 2021 - Dec. 2021 (Dates TBA)
PHAS 620+ Clinical Rotations 16.0
Total 16 hrs

Spring / Jan. 2022 - May 2022 (Dates TBA)
PHAS 620+ Clinical Rotations 16.0
Total 16 hrs
6.3 COURSE DESCRIPTIONS

PHAS 506 EVIDENCE-BASED LITERATURE REVIEW AND APPLICATION (3 semester hours)
This course focuses on methods for finding, interpreting and evaluating medical literature in order to prepare the student to make evidence-based medical care decisions, as well as to apply the evidence towards individualized patient care. Experience is gained in framing research questions as they relate to health care problems. Common research concepts, clinical research methods, and interpretation of basic biostatistical methods are explored through the course. This course will prepare the student for performance of the capstone project through selection of capstone topic, writing a single-study summary, and communicating a single-study oral presentation among peers. Students will explore concepts related to application of medical evidence, and consider how patient values and preferences will contribute towards evidence-based clinical decision making.

PHAS 510 CLINICAL NUTRITION (2 semester hours)
In this course students will learn the basics of nutritional science, digestion, the importance of vitamins and minerals, nutrition during the life cycle, prevention of and medical nutrition therapy for a variety of chronic disease states (diabetes, cardiovascular disease), weight management, eating disorders, and sports nutrition. The student will become a good nutritional resource and be able to counsel patients to provide better care in medicine.

PHAS 511 HUMAN ANATOMY (5 semester hours)
This course comprises a study of the structure and organization of the human body with particular emphasis on macroscopic anatomy. Lecture and laboratory with cadaver work is required.

PHAS 514 MEDICAL HISTORY AND PHYSICAL EXAMINATION SKILLS (4 semester hours)
Students learn communication skills related to obtaining a comprehensive medical history followed by instruction on the techniques required in performing a thorough and technically correct physical examination. Forms and descriptive language used to compile patient medical reports are utilized. The course emphasizes normal and typical adult findings on examination, and selected normal and abnormal variants are reviewed. Additionally, specific aspects of neonatal/pediatric, obstetric, and geriatric examinations are included.

PHAS 515 CLINICAL DIAGNOSTIC PROCEDURES (3 semester hours)
The indications for the use and interpretation of fundamental diagnostic tests are presented, including blood cell counts, complete metabolic profile, serum chemistries, HIV tests, urinalysis, bone and organ radiography, culture and sensitivity tests, Pap smears, and other common pathologic reports. Indications for specialized procedures, such as MRI, CT, ultrasound, echocardiogram, stress EKG, mammography, colonoscopy, and endoscopy, are reviewed. This class also explores pathologic conditions and how they affect radiographic images by comparing and contrasting various diagnostic radiologic procedures. Emphasis is placed on the indications, contraindications, and risks/side-effects of various therapies, as well as technical proficiency.

PHAS 518 PSYCHIATRY AND BEHAVIORAL MEDICINE (3 semester hours)
Provides understanding and development of interviewing, diagnostic, and treatment skills of the following psychiatric disorders: depressive, bipolar, anxiety, schizophrenic, cognitive, pediatric, geriatric, sleep, personality, somatization, eating, dissociative, impulse control, and gender identity disorders. It is heavily weighted on the psychopharmacotherapy of the disorders. Additional topics include human development and life-cycle changes (normal and abnormal); human sexuality; issues of death, dying, and loss; response to illness, injury, and stress; principles of violence identification and prevention; substance abuse; suicide; hospice; and ethical and legal issues. This course involves the acquisition of counseling skills necessary in communicating with and educating patients facing common psychological, psychiatric, and behavioral conditions.

PHAS 519 DIFFERENTIAL DIAGNOSIS AND CASE DEVELOPMENT/DIDACTIC SUMMATIVE (2 semester hours)
This course is designed to assess a student’s readiness to progress to the clinical phase of PA education. It provides the student with feedback on their current competence in medical knowledge, professionalism, interpersonal skills and patient care which will guide their preparation for the clinical phase and Physician Assistant National Certifying Exam (PANCE). This course emphasizes problem-based learning and applied exam skills required to properly diagnose various disease. Clinical cases are presented, and students integrate the given information with physical exam clues leading to appropriate and prioritized differential diagnoses. Application of diagnostic testing modalities is highlighted, and treatment regimens discussed. Students will spend time in simulation lab running mock codes. This will give them hands-on experience in running a code.

PHAS 525 PA PROFESSIONAL ISSUES (3 semester hours)
The history and practice issues of the PA profession are explored, including the present-day roles of PA practice. Legal and ethical issues confronting the profession, enabling legislation at the state and federal levels, medical economics, and quality of care issues are discussed. The course includes student debates to strengthen communication skills.

PHAS 531, PHAS 532 CLINICAL MEDICINE I & II (6 and 6 semester hours)
Both semesters of Clinical Medicine provide a comprehensive review of the different organ systems of the body, their normal function, and the diseases that affect them. Emphasis is given to the diagnosis, differential diagnosis, and management of various disease states. The series concludes with a module on orthopedics.

PHAS 533 PREVENTIVE HEALTH (1 semester hour)
Students will utilize medical knowledge to provide preventive health across the lifespan of the patient; incorporate guidelines for screening for and prevention of various...
disease states; describe the principles of risk assessment; review public health programs; and learn how to participate in disease surveillance, reporting, and intervention. Emphasis is placed on the role of the practitioner in tailoring successful preventive health goals for patients of all ages. Students will study and practice the principles of motivational interviewing that support patients in making positive changes in their lives. Students will also participate in system-based objective simulated clinical exams (OSCEs) five times during the semester; these are designed to help students maintain their clinical examination skills throughout the semester and learn how to do more focused exams.

PHAS 534 CLINICAL MEDICINE III (3 semester hours)
Taught concurrently with PHAS 532, Clinical Medicine III focuses on clinical concerns specific to pediatrics and women’s health.

PHAS 539 CHRISTIAN HEALTH CARE AND BIOETHICS (3 semester hours)
This course examines bioethics in interaction with the healing ministry of Jesus Christ and a Christian worldview. The health care ethics principles of autonomy, beneficence, nonmaleficence, justice, fairness, and dignity, as used with the PA profession, are applied to clinical and professional situations and dilemmas within the shift to population health and precision medicine.

PHAS 546 CLINICAL SKILLS I (4 semester hours)
Specific skill instruction is provided in universal/standard precautions, sterile technique, injections and infusions, wound assessment, suturing, specialized wound care, airway management, nasogastric tube placement, splinting, casting, joint procedures, catheterizations, special procedures, biopsies, foreign body removal and specialty practice procedures. Students receive special training in Basic Disaster Life Support. The class includes exposure to clinical case presentations and discussions of appropriate clinical skills in order to provide a high level of hands-on experience.

PHAS 547 CLINICAL SKILLS II (2 semester hours)
Emphasizes application of clinical skills in the actual clinical arena, with students performing physical examinations in real and simulated health care settings under the guidance of physicians and PAs. In the classroom, students become experienced with common physical examination skills in the patient-care setting, provide thorough pediatric, obstetric/gynecologic, and geriatric examinations (using models and facilitators), and gain skills in writing history and physicals, SOAP notes, and hospital orders. Dictation of notes and diagnostic coding are also covered.

PHAS 553 DIVERSITY IN MEDICINE (1 semester hour)
This course is designed to help students develop an awareness of the differences in race, gender, class, sexual preference, and physical ability. Students experience a variety of opportunities to develop skills, knowledge, and attitudes that will enable them to demonstrate an understanding of and a respect for the values, beliefs, and expectations of their patients.

PHAS 557 ELECTROCARDIOGRAPHY (1 semester hour)
Specific instruction is provided in understanding electrophysiology of the heart, preparing the student to discriminate among normal, variations of normal, and abnormal electrocardiographic studies (six-second strips and 12-lead EKGs). There is a strong emphasis on identification of acute myocardial infarction.

PHAS 558 MEDICAL PHYSIOLOGY (5 semester hours)
Provides an advanced understanding of human physiology with in-depth study of the physiology of cardiovascular, respiratory, renal, endocrine, and reproductive system. Emphasis is placed on the normal functions of these systems.

PHAS 559 CLINICAL PATHOPHYSIOLOGY (4 semester hours)
This course studies the pathophysiology of cellular, immune, nervous, endocrine, cardiovascular, respiratory, renal, reproductive, genomic, musculoskeletal, hepatic, and gastrointestinal systems with an emphasis on mechanisms that move the body away from homeostasis. Particular focus is given to correlation of theoretical material with clinical case studies.

PHAS 562 MEDICAL GENETICS (1 semester hour)
Designed to give the student an advanced understanding of human genetics, this course study inheritance patterns, polymorphisms, mutations, and genetic tests. Emphasis is given to the clinical application of these concepts.

PHAS 564 CLINICAL THERAPEUTICS (4 semester hours)
Using problem-based learning principles, concepts in disease management are explored using standardized treatment designs based on scientific, economic, and human strategies that ensure appropriate utilization and high-quality care across the continuum. Topics include routine clinical disease syndromes but emphasize chronic, costly disease states with high co-morbidity as well as acute, catastrophic episodes of care. Rational drug therapy is reviewed with actual patient drug treatment plans and outcomes. The course is designed to provide sufficient depth of material to prepare students to develop a foundation for a life of learning in medical care of patients. Students are required to pass the advanced cardiovascular life support (ACLS) course.

PHAS 584 PHARMACOLOGY (5 semester hours)
In this course the PA student is introduced to a wide variety of pharmacological agents used in the practice of medicine. Drugs are categorized into various classes according to their primary actions, with emphasis on prototypical drugs to treat disease and on relevant clinical information. An introduction to prescription writing is also presented.

PHAS 594 MASTER’S CAPSTONE PROJECT I (1 semester hour)
Prerequisite: PHAS 506
A continuation of PHAS 506, students work independently, under faculty advisement, to complete research on their assigned topics and write a thesis paper describing their findings.

PHAS 595 MASTER’S CAPSTONE PROJECT II (1 semester hour)
Prerequisite: PHAS 506
The culmination of skills learned in Evidence-based Literature Review and Application and Master’s Capstone Project I. This project provides the environment for students to present the results of their individual research projects. Students work with assigned faculty advisors.

PHAS 620+ CLINICAL ROTATIONS [totaling 12 (summer), 16 (fall), and 16 (spring) semester hours]
These courses are composed of three contiguous semesters of actual clinical practice experience with supervision and instruction by licensed and board-certified physician and midlevel provider preceptors, preparing the student to function in medical and surgical settings.

Students are required to complete clinical rotations in nine areas of medicine: cardiology, emergency medicine, family
6.4 CLINICAL ROTATIONS

Clinical rotations provide the most intensive and rewarding experiences in the PA Program. Great effort is taken to assure the student of a qualified preceptor and appropriate setting for an excellent experience. Scheduling of the rotations is complicated by a number of considerations required for the best fit for both the students’ and the preceptors’ needs. Certain rotations have limitations due to preceptor availability.

Students may wish to suggest specific sites and/or preceptors, but these rotations must meet specific criteria and be approved by the clinical director. (These suggestions are options; students are never required to provide or solicit clinical sites or preceptors.)

The clinical coordinator meets with all students prior to scheduling the rotation year and receives requests. Assignments are then made, giving as much consideration as possible to the needs of the preceptors and students jointly. Flexibility is required on the part of every student to gain the best education from the clinical rotation year. PA students are required to sign, at the beginning of the rotation planning process, the Memorandum of Understanding that indicates their awareness and acceptance of conditions which relate specifically to the clinical year.

In order to qualify for placement at international clinical rotation sites or sites not routinely used by Union College, a student must be in good standing and demonstrate suc-
UNION COLLEGE PA PROGRAM
Memorandum of Understanding

Clinical Rotation Scheduling

The clinical rotations assigned to you for your final year of education in the Union College PA Program are a critically important and complex process. This memorandum confirms the understanding that adjusting the clinical rotations in any way following the assignments is difficult and challenging, and must be limited to rare circumstances.

Volunteer preceptors make an invaluable contribution to our program as they create opportunities in their busy schedules to provide for students. Any change or withdrawal of a clinical rotation leaves a negative impression with these preceptors, jeopardizing the future availability of the preceptor.

Rotations are identified for each student to provide clinically relevant instruction, but our program also emphasizes the value of a student’s broad exposure to the various philosophies, practice styles, and patient demographics. Rotations that may appear weak in some aspects will often be strong in other areas, so that the overall year of clinical rotations provides a diverse and healthy balance of training in all aspects of health care. Changing one rotation may sacrifice a possible exposure to one of these valuable aspects.

Students’ experiences on rotations vary considerably with each preceptor, depending on patient volume, personalities and stress levels of both students and preceptors, and the preceptor’s perception of the motivation of each student. Hearsay and previous students’ experiences at rotation sites are continually evaluated by the PA program faculty and cannot be used by any student to request a change in the rotation schedule without prior counsel and agreement from the program faculty.

Most clinical rotation assignments are made in coordination with rotation schedules for other Union College PA students, as well as schedules for other PA programs around the country. Any change in a rotation may affect other students’ schedules, unbeknownst to the preceptor.

With these considerations in mind, all PA students are asked to only request changes in the rotation schedule for reasons related to serious illness of the student or of immediate family members. Rotation schedule changes for reasons of convenience, finance, or other personal preferences will not be acceptable, as these considerations must be made at the time the schedule is first developed.

The PA Program agrees to rarely make changes in the rotation schedule, but unavoidable situations may occur if a preceptor must cancel a previously scheduled rotation or if program faculty identify a rotation that is not fit for a student. Such changes may require the adjustment of multiple students’ schedules, but every effort will be made to keep this at a minimum.

My signature below confirms that I understand and agree with the above memorandum.

Signature: ___________________________ Date: __________________________
Print Name: ___________________________
6.4.1 CLINICAL YEAR SCHEDULE
Every student participates in each of the ten required clinical rotations at some point during the final year of the program. The eleventh rotation is considered an elective; each student will select one or two rotations to complete during this block. Lists of the required rotations and some of the more popular elective rotations are provided below.

Required Rotations
(4 weeks each, except for Family Practice)
- Family Practice (8 weeks)
- Cardiology
- Emergency Medicine
- Internal Medicine
- Obstetrics/Gynecology
- Pediatrics
- Surgery
- Orthopedics/Sports Medicine
- Psychiatry

Elective Rotations
[may be two rotations (2 weeks each) or one 4-week rotation]
- Any required rotation
- Allergy/Immunology
- Cardiovascular/Thoracic Surgery
- Clinical Lab Medicine
- Dermatology
- Ear, Nose, and Throat
- Forensic Medicine
- Gastroenterology
- Geriatrics
- Hospice
- Infectious Disease
- Neonatology
- Nephrology
- Neurology
- Neurosurgery
- Ophthalmology
- Physical Medicine
- Plastic Surgery
- Preventive Medicine
- Pulmonology
- Radiology
- Rheumatology
- Urology

6.4.2 CLINICAL YEAR TRAVEL
While a number of rotation sites are available in the Lincoln area, students are assigned rotations at other rural and remote sites. During the three semesters of clinical rotations, students are required to have their own private transportation to participate at various clinical sites and are responsible for travel costs and arrangements to and from all rotation sites. Students returning to campus for a quarterly meeting from a distant rotation site should contact the clinical director to discuss the need for extra travel time.

Clinical experiences in a variety of medical settings are necessary to offer the student a complete and balanced experiential education in medicine. The schedule is arranged by the clinical coordinator and overseen by the clinical director; particular personal needs are considered when possible. Each student should be prepared to relocate for a portion of the year to participate in rotations outside of Lincoln.

6.4.3 CLINICAL YEAR HOUSING AND MEALS
For established rotations in the Lincoln area (e.g., Beatrice, Omaha, Papillion, Seward, Wilber, etc.), the student is responsible for all housing arrangements. To reduce expenses, some students share use of a single residence or plan to stay with Lincoln-based friends or family while completing rotations in the Lincoln vicinity.

For established rotation sites outside of the Lincoln vicinity, students are responsible for arranging their own housing using the information provided by the clinical coordinator. A list of housing locations is available through Exxat. If free housing is available, students must either utilize the housing provided or assume responsibility for the full cost of alternative housing. If the program has paid for housing in the past, the student will either make arrangements with the typical housing location or make personal arrangements; in either case, the student will be reimbursed for that site’s allowable amount (the amount usually paid by the program, as stated in the site information on Exxat). Any cost incurred above this amount will be the responsibility of the student.

Regardless of rotation location, students are responsible for all meals; however, meals are typically offered at a discount to students (through hospital cafeterias or other arrangements) or, in some instances, may be free.

6.4.4 INTERNATIONAL ROTATION SITES
The Union College PA Program offers opportunities for elective clinical rotations in other countries. PA students have participated in volunteer mission work and/or clinical rotations in Peru, Chad, Ethiopia, Guatemala, Haiti, Jamaica, Tanzania, Nicaragua, and Kenya while attending Union College. The Physician Assistant Education Association (PAEA) has developed guidelines for students in international rotations and assists in networking students with a wide variety of additional international locations.

International rotations offer great benefits to the PA student in providing a cross-cultural experience that cannot be achieved in this country. In addition, medical mission opportunities abound in other countries and provide valuable training for students seeking future mission work as a graduate PA.

The international experience also brings its own unique challenges, however, requiring clear identification of preceptors and supervision, financial support for travel and housing expenses, and training for medical needs that are not traditionally taught in American PA education. The international rotation typically replaces time that could be spent at a site in the United States, and all PA students must meet the standards of providing health care established in the United States. In light of these challenges, participating in an international rotation requires specific counsel and approval by the PA Program faculty.
6.4.5 CLINICAL YEAR VACCINATIONS

While on clinical rotations, students are expected to comply with health guidelines of each clinical site. For example, many sites require all of their employees to receive an influenza vaccination when flu season arrives. While not employees, PA students typically have similar levels of patient contact as employees do, and are also required, therefore, to comply with the site's policy. Students who do not wish to receive the influenza vaccination must sign a form to that effect (see "Declination of Influenza Vaccination") and must also follow the site's policy for employees who do not wish to receive the vaccination, such as wearing a mask while on the premises. See sections 8.5 and 9.4 for additional policies on health.

Students who request international rotations will likely have additional vaccination requirements. The Centers for Disease Control and Prevention guidelines (available on the CDC website: http://wwwnc.cdc.gov/travel/destinations/list) will be followed for all international rotations; specifics vary depending on the country involved.

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UNION COLLEGE PA PROGRAM
Declination of Influenza Vaccination

Student Name: _________________________________  Date: __________________  Signature: ______________________________

Union College has recommended that I receive influenza vaccination in order to protect my family/roommates/etc., Union College’s faculty and/or staff, my peers, preceptors and their staff, patients, and myself.

I acknowledge that I am aware of the following facts:

☐ Influenza is a serious respiratory disease that kills an average of 36,000 persons and hospitalizes more than 200,000 persons in the United States each year.

☐ Influenza vaccination is recommended for me and all other healthcare workers to prevent influenza disease and its complications, including death. When healthcare workers are vaccinated against influenza, there is a 50 percent reduction in mortality rates from influenza among patients.

☐ If I contract influenza, I will shed the virus for 24 to 28 hours before influenza symptoms appear. My shedding the virus can spread influenza infection to all my contacts in the clinic, program, or facility where I work.

☐ If I become infected with influenza, even when my symptoms are mild, I can spread severe illness to others.

☐ I understand that the strains of virus that cause influenza infection change almost every year, which is why a different influenza vaccine is recommended each year.

☐ I cannot get the influenza disease from the influenza vaccine.

☐ The consequences of my refusing to be vaccinated could endanger my health and the health of those with whom I have contact, including those listed above and others not listed with whom I come in contact.

Despite these facts, I am choosing to decline influenza vaccination at this time because (select one):

☐ I am allergic to eggs or to another component of the vaccine.

☐ I have a history of Guillain-Barré syndrome related to a previous influenza vaccination.

☐ I do not want to have this vaccination. Explain: ___________________________________________________________________________

I have discussed the influenza vaccine with the student. The student understands the risks of declining this vaccine and understands that he or she may choose to accept it at a later date, if desired and if vaccine is available.

Signature of health care provider: __________________________________________  Date: ______________________________
6.4.6 CLINICAL YEAR GRADING

CLINICAL ROTATION GRADE COMPOSITION

The final course grade is composed of the clinical score (70%) and the examination score (30%).

The evaluations and assignments of the clinical score provide vital information on a student’s performance on the clinical rotation beyond the objective examination; therefore, timely submission of these items is critical in measuring the success of the student on each rotation.

Each objective examination must be scored at 70 percent or higher to be included in the final rotation grade. The distribution of points for a non-elective rotation is shown in the table to the right. (See the Clinical Year Guide for the Elective Rotation table.) A total score of 73 percent or higher is required to pass each clinical rotation.

CLINICAL SCORES

Elements of the clinical component of the rotation score include the evaluations (self-assessment, mid-rotation, final, and student evaluation of preceptor), written assignments, and professionalism.

Evaluations
- Self-assessment: A numerical score worth up to 5 points will be given to the student based on the timeliness of the evaluation.
- Mid-rotation: A numerical score worth up to 5 points will be given to the student upon completion of the evaluation.
- End of rotation (final): A numerical score worth up to 80 points (150 points for an elective rotation) will be given to the student based on the content of the evaluation.
- Student evaluation of preceptor: A numerical score worth up to 5 points (10 points for a 2-week elective) will be given to the student based on the timeliness of the evaluation.

Assignments
Credit up to 10 points will be given for each of three rotation assignments: 1) Documentation assignment; 2) Patient logging; and 3) Journal assignment. Complete descriptions and requirements of each assignment are provided in the Clinical Year Guide. The data collected through logging of student-patient encounters and the process of doing so are further described in section 7.3.

Professionalism
Credit up to 15 points will be assigned based on the clinical director’s assessment of the student’s professionalism while on the rotation. This assessment may include feedback from clinical preceptors and rotation site staff, as well as campus personnel.

ROTATION EXAMINATIONS

Administration
Multiple-choice written examinations are examinations administered following each non-elective rotation: Cardiology, Emergency Medicine, Family Practice, Internal Medicine, Obstetrics/Gynecology, Orthopedics, Pediatrics, Psychiatry, and Surgery. These exams cover clinical content related to the clinical discipline as outlined in the rotation objectives and the study modules found on Exxat (these are considered a guide).

PAEA examinations (Family Practice, Internal Medicine, Pediatrics, Women’s Health, Surgery, Emergency Medicine, and Psychiatry) have two sections of 60 questions each; 60 minutes is allowed per section. Union College examinations (Orthopedics and Cardiology) have 50 questions and a time limit of 60 minutes.

<table>
<thead>
<tr>
<th>Rotation Grade Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-elective Rotation</td>
</tr>
<tr>
<td><strong>Clinical Score (70%)</strong></td>
</tr>
<tr>
<td>- End of rotation evaluation</td>
</tr>
<tr>
<td>- Written assignments</td>
</tr>
<tr>
<td>- Professionalism</td>
</tr>
<tr>
<td>- Mid-rotation evaluation</td>
</tr>
<tr>
<td>- Self-assessment</td>
</tr>
<tr>
<td>- Student evaluation of preceptor</td>
</tr>
<tr>
<td><strong>Examination Score (30%)</strong></td>
</tr>
<tr>
<td>- 120 or 50 questions (weighted)</td>
</tr>
<tr>
<td><strong>TOTAL 200</strong></td>
</tr>
</tbody>
</table>

TIPS FOR NEW STUDENTS

“There has been a quote that has stuck with me for some time, and will, in fact, be with me for the rest of my life: ‘Get comfortable being uncomfortable.’ Meaning true growth does not occur in the comfort zone.”
Ethan Stofferan, Class of 2021

“When things got hard, this advice always floated to the surface: ‘Just trust the process.’ You were selected for this program for a reason, and everyone here believes you can do this. Don’t give up until they tell you not to come back.”
Tana Kenley, Class of 2014
6/ PA PROGRAM CURRICULUM

6.4.6 CLINICAL YEAR GRADING CONTINUED

**Rotation Examinations Continued**

**Process and Retakes**

The following policy governs the completion of rotation examinations:

1. Each student completes an objective examination on the last day of each rotation or during a quarterly meeting (if the rotation falls before the meeting). Each student must have all assignments and evaluations submitted (as outlined in section 6.4.6) in order to sit for the EOR examination and receive a final grade for a rotation. For PAEA exams, the student will receive the exam grade once all participants have completed the exam and PAEA has authorized the scores to be released. For UCPA exams, scores are generally available as soon as the test is complete. For all exams, the student must achieve a 70 percent (or higher) raw score to pass.

2. If the student fails to pass the first written examination (receives a score of less than 70%), the student will not receive a final grade for the rotation. The student is required to sit for a second written examination one week later and receive a score of 70 percent or higher to obtain a final grade for the rotation. Special arrangements will be made for taking test retakes following the fourth quarterly meeting. Test mentoring is optional; if desired, the student must initiate.

3. A student who fails the first retake will be placed on academic probation by the PA Academic Affairs Progress Committee (AAPC) and will be assigned an individual remediation plan by the committee focusing on individual deficiencies. Successful remediation will be determined by the AAPC and evident by removal of probation. A complete description is found in the Clinical Year Guide.

4. Failure to pass the third attempt of an EOR examination will result in the student being placed on suspension by the AAPC.

5. Failure to complete an EOR examination without prior arrangement with the clinical director will result in consideration by the AAPC for placing the student on non-academic probation.

**Grading**

Students who pass the first attempt in an examination series receive the grade earned on the exam. Students who do not pass until the second attempt will have the two exam scores averaged. A grade no higher than 80 percent and no lower than 70 percent will be entered for the student. Students who pass a third exam will receive a grade of 70 percent for the exam. Failure of the third exam results in suspension from the PA Program.

**Proctored Examinations**

For each rotation block preceding a quarterly meeting, all students must return to campus for rotation testing. For the remaining blocks, arrangements will vary based on the location of the student’s rotation. Students at rotation sites within 70 miles of Union College are required to return to campus for testing, while students at more distant sites (beyond 70 miles) must take exams through ProctorU. See the Clinical Year Guide for ProctorU instructions.

**End-of-Curriculum Summative Evaluation**

The Summative Evaluation is composed of an assessment of the medical knowledge, interpersonal skills, patient care skills, and professionalism required to enter clinical practice. This evaluation must occur within the final four months of the program. The student is required to pass the Summative Evaluation in order to graduate from the PA program. Each student will be expected to successfully complete all components of the Summative Evaluation (Board Review Course, Medical Knowledge Exam, Individual OSCEs, Comprehensive OSCE, Professionalism, Patient Encounter Logging, Clinical Skills, and Patient Perspective Paper). Any student who earns an unsatisfactory score as defined in the syllabus on any component of the assessment included in the Summative will be required to retest (as applicable) the failed component. If the student fails the retest, then he/she fails the Summative and the student will be referred to the Academic Affairs and Progress Committee (AAPC). The committee will determine individual remediation. If remediation is assigned, the student must pass outlined remediation measures, as determined by the AAPC. The AAPC reserves the right to enforce any and all actions they deem appropriate for a given case, up to and including deceleration and/or probation, suspension, or dismissal from the program. Summative Evaluation components are described briefly below; complete information is available in the Summative syllabus.

**Board Review Course:** All students are automatically enrolled in a week-long, board review course held at the end of the clinical year. Students must attend and complete all practice exams. Compliance is evidenced by a copy of the certificate of completion, which must be submitted to the course instructor.

**Medical Knowledge Exam:** A knowledge-based, PANCE-style, 120-question multiple-choice exam will be administered at the 4th quarterly meeting in April. This examination is mapped to the NCCPA blueprint in terms of organ systems. A passing score is defined as a grade of 70% or higher.
6.5 SERVICE LEARNING

The PA Program utilizes service learning as a teaching method to engage students in service during academic studies. Service learning helps students master important curriculum content by supporting meaningful interactions between didactic studies and the application of knowledge. In addition, service learning provides students with opportunities to gain various skills and develop attitudes of professionalism. The following service learning activities typically involve all PA students.

6.5.1 CLINIC WITH A HEART

Clinic with a Heart (CWAH) hosts clinics that provide uninsured and underinsured individuals with medical, dental, vision, hearing, physical therapy, chiropractic, mental health, and spiritual care. The clinic is sponsored by a variety of faith communities, as well as two hospitals and one educational institution. In 2015, Union College PA students were one of three recipients of CWAH's Community Partner award.

First-year PA students volunteer for one evening of clinic. Each student serves as a navigator for one patient, accompanying the patient through each step of the clinic process, from registration, history, and intake through vital signs, the provider visit, and checkout. This allows the student to interpret what it is like to be a patient at a free clinic and provides valuable exposure to the clinic setting.

TIPS FOR NEW STUDENTS

“Here are a few tips for the first two years of PA school: 1) clipboard for anatomy lab, 2) recorder for Pharmacology, 3) Epocrates for Clinical Therapeutics, and 4) photographic memory for Clinical Medicine.”
Sharon Spethman, Class of 2014

“Don’t get caught up in trying to do everything perfectly, there are so many better ways to spend your time. Union makes it possible to enjoy your PA school experience so take advantage of it.”
Alys Seay, Class of 2019
6.5 SERVICE LEARNING CONTINUED

6.5.2 FOOT CLINIC FOR THE HOMELESS

Approximately every three weeks during the fall and spring semesters, PA students participate in foot clinics sponsored by the Union College PA Division, providing foot and hygiene care for the homeless population in Lincoln. Typically, 30 individuals receive foot baths and examinations by PA students with supervision by PA faculty. Nail trimming and other simple foot care is provided. Referrals are made for individuals with more serious conditions. Each individual receives two pairs of socks at every clinic, and free shoes are provided for homeless individuals every six months. PA students are involved in all aspects of the clinic and gain experience in communication and physical exam skills.

6.5.3 PROJECT HOMELESS CONNECT - LINCOLN

The Lincoln Coalition organized and brought this project to Lincoln in 2009, modeling it after Omaha’s Project Homeless Connect. More than 30 agencies sponsor over 60 booths, which provide information, services, and referrals to homeless guests on the day of the event. Sponsors include more than 20 businesses and organizations that donate funds, food, and other services.

Union College volunteers, both PA and nursing students, provide podiatry services to 50 homeless guests at the event; services include foot cleansing, a check of foot health and circulation, a foot massage, and a pedicure. New shoes and two pair of socks are also provided to each guest who receives foot care.

6.5.4 INTERPROFESSIONAL EDUCATION (IPE)

Health care teams involve members from multiple disciplines who collaborate and share leadership responsibilities in order to promote patient-centered health care. Union College PA students participate with the Union College Division of Nursing, Clinic with a Heart (CWAH), People’s City Mission, Bryan Health, the University of Nebraska-Lincoln College of Dentistry, the University of Creighton School of Pharmacy and Health Professions, and a variety of other medical entities in the local community to develop an understanding of how IPE can integrate skills, values, and knowledge to benefit and enhance patient care.

6.6 SELECTED CERTIFICATION COURSES

6.6.1 ADVANCED CARDIAC LIFE SUPPORT

All PA students participate in the Advanced Cardiac Life Support (ACLS) course prior to the start of clinical rotations. This program meets the standards of the American Heart Association and is designed for health care providers who either direct or participate in the resuscitation of a patient. Instruction is provided in the recognition and treatment of cardiopulmonary arrest through active participation in a series of simulated case studies. Prior to taking the course, PA students must have documentation of current Basic Life Support (BLS) certification. Upon completion of the course, students receive documentation of ACLS certification that lasts two years.

6.6.2 PEDIATRIC ADVANCED LIFE SUPPORT

The American Heart Association developed the Pediatric Advanced Life Support Course (PALS) to prepare health care providers with the knowledge and skills to efficiently and effectively manage critically ill children. This classroom, instructor-led course uses a series of videos and simulated pediatric emergencies to reinforce the important concepts of a systematic approach to pediatric assessment, basic life support, PALS treatment algorithms, effective resuscitation, and team dynamics. The goal of the PALS Course is to improve the quality of care provided to seriously ill or injured children, resulting in improved outcomes. The PALS module is taught in Clinical Medicine III (second didactic year, Spring semester). Upon completion of the course, students receive documentation of PALS certification that lasts two years.

6.7 CAPSTONE PROJECT

PA students conduct a research project reviewing the medical literature on a topic of the student’s interest, culminating in a written paper and an oral presentation presented to peers, local faculty, and invited guests. Courses in the PA Program provide specific instruction for the project, and faculty members are available for project guidance. The capstone is initiated in PHAS 506 Evidence-based Literature Review and Application, completed in PHAS 594 Master’s Capstone Project I, and presented in PHAS 595 Master’s Capstone Project II. The capstone is the crowning achievement of the student’s studies in the PA Program.
TIPS FOR NEW STUDENTS

“Think about sitting in the front row, even if you are not a front-row-sitter.”
Nellie Kibert, Class of 2007

“Ice cream solves everything!”
Jessica Kappes, Class of 2009

7.1 DIDACTIC EVALUATION

Student performance in each didactic course is determined by a course grade on an “A” to “F” scale. Individual course instructors determine the evaluation tools; most courses require completion of a comprehensive written examination (to discourage short-term memorization). Evaluation methods used throughout the curriculum include the following: student participation in discussions and exercises, written assignments and examinations, oral case presentations, and skill performance tests. All course objectives list the evaluation methods and requirements utilized in that course. Successful completion of each course requires a grade of “C” or higher. Individual student progress is monitored throughout each course by the course instructor. Examination grades for each test are reported to the program director throughout the course. Students are notified and given feedback on examination performance by the instructor.

If a student’s grade on an individual examination falls below a “C”, or if the instructor identifies other concerns affecting the student’s performance, the program director/AAPC will issue the student an academic warning and notify the student in writing (see section 9.11.1). Copies of this letter will be provided to the student’s academic advisor and course instructor. The program director may offer to meet with the instructor and student and develop an individual plan of remediation or further counseling, such as that available at the Teaching Learning Center (TLC). Services offered by the TLC include academic coaching, study and writing labs, peer tutoring, and instruction on note taking, study skills, and stress management.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>F</td>
<td>&lt; 60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FA</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>
7.2 CLINICAL ROTATION EVALUATION

Evaluation of student performance on clinical rotations is assessed by the methods summarized here and fully detailed in section 6.4.6.

1. Preceptor Evaluation: On every clinical rotation, each student is evaluated by his or her clinical preceptor on two occasions during the rotation; however, clinical preceptors are encouraged to contact the clinical director at any time if areas of concern are identified. Both formal evaluations are completed online, through the Exxat website. More information is found in section 7.3.
   a. The first evaluation (see “Mid-Rotation Evaluation of Student Performance”) occurs mid-rotation and is a brief check-off form assessing the student's professionalism and ability to learn. By this form, the clinical director and student are alerted to any difficulties hindering the student's learning experience and/or performance, allowing adjustments to be made. If the evaluation points to student performance issues and/or areas needing improvement, it is the responsibility of the student to seek out feedback from the preceptor on how to improve.
   b. The second evaluation (see “End of Rotation Evaluation of Student Performance”) occurs at the end of the rotation and is a complete assessment of the student's competency in a variety of areas including medical knowledge, interpersonal skills, clinical and technical skills, clinical reasoning and problem solving abilities, and professional behavior. The preceptor is encouraged to review the evaluation with the student prior to the completion of the rotation. Evaluation feedback is provided by the program.

2. Objective Examinations: At the end of each clinical rotation, students must complete objective examinations over their respective rotations. A passing score is 70 percent or higher. Examination scores are given to the student as soon as possible after scoring. Students who do not receive a passing score on any one clinical rotation objective examination must retake the examination.

3. Informal Assessment: The clinical director may contact the student and/or the preceptor to specifically inquire as to the performance of the student, as well as to assess the general experience of the rotation.

4. Student Evaluation: Each student completes an evaluation of each rotation and preceptor (see “Student Evaluation of Preceptor”), which is due at the end of each rotation. In addition to evaluating the rotation experience, students are required to report the types of clinical and educational activities experienced during the rotation.

5. Student Self-Assessment: The student self-evaluates his or her performance at the end of the rotation, based on the rotation objectives.

6. Student-Patient Encounters (“logging”): Submission of data to fully summarize encounters with all clinical patients is required for each rotation. This data, reported by the student online through the Exxat system, is further described in section 7.3.

7. Written Assignments: Three written assignments are required for each rotation. See section 6.4.6 and the clinical rotation syllabi for specifics.

A letter grade is issued for each clinical rotation based on the performance scores of the student as noted on the rotation evaluations, written examination, written assignments, completion of Exxat data, and professionalism. The grading scale for clinical rotations is found in section 6.4.6.

The PA Clinical Knowledge Rating and Assessment Tool (PACKRAT) is a comprehensive computer-based examination designed to mimic the national certifying examination (PANCE). It is given at the beginning and end of the clinical rotation year. For students, PACKRAT scores can be a measure self-assessment as they prepare for the PANCE. For the program, the performance of the class as a whole is used to gauge readiness of students to take the PANCE, as well as identify strengths and weaknesses within the curriculum. While completion of the pre- and post-clinical year PACKRAT is mandatory, the resulting scores are never used as part of a course grade and do not impact a student's GPA. Additionally, the PACKRAT is not a component of the Summative Evaluation.
MID-ROTATION EVALUATION OF STUDENT PERFORMANCE

Questions

Use the following scale in your evaluation:

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Excellent

NA = Not Applicable in this Clinical Experience

1. How would you rate the student’s ability to perform histories?  1  2  3  4  5  NA

2. How would you rate the student’s ability to administer physical exams?  1  2  3  4  5  NA

3. How would you rate the student’s oral presentations?  1  2  3  4  5  NA

4. How would you rate the student’s ability to formulate a differential diagnosis?  1  2  3  4  5  NA

5. How would you rate the student’s ability to select and interpret appropriate diagnostic or laboratory studies?  1  2  3  4  5  NA

6. How would you rate the student’s ability to produce reliably accurate, concise, and organized documentation for patient interactions?  1  2  3  4  5  NA

7. How would you rate the student’s ability to formulate and implement a management plan?  1  2  3  4  5  NA

8. How would you rate the student’s ability to perform clinical procedures?  1  2  3  4  5  NA

9. How would you rate the student’s professional behavior (e.g., attitude, appearance, etc.)?  1  2  3  4  5  NA

10. How would you rate the student’s ability to demonstrate compassionate care for patients of diverse socioeconomic, racial, and ethnic backgrounds?  1  2  3  4  5  NA

Comments

What are the student’s strengths and weaknesses? Any other comments?

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

Preparation for Rotation

How would you rate the student’s level of preparation for this rotation?*  1  2  3  4  5  NA

*If you do not feel the student was adequately prepared, in what areas could he/she have been more prepared?

☐ Ability to take histories
☐ Ability to administer physical exams
☐ Oral presentations
☐ Formulating a differential diagnosis
☐ Producing appropriate documentation
☐ Diagnostic tests/lab studies
☐ Formulating/implementing a management plan
☐ Ability to perform clinical procedures
☐ Professionalism
☐ N/A
END OF ROTATION EVALUATION OF STUDENT PERFORMANCE

Questions*
Each of the items below will be rated according to the following scale:
   1 = Poor
   2 = Below Average
   3 = Average
   4 = Above Average
   5 = Excellent
   NA = Not Applicable in this Clinical Experience

1.  The student is able to obtain complete and focused historical information from patients during the medical interview.  
   | 1 | 2 | 3 | 4 | 5 | NA |
2.  The student demonstrates appropriate physical examination skills.  
   | 1 | 2 | 3 | 4 | 5 | NA |
3.  The student can identify normal and abnormal physical exam findings.  
   | 1 | 2 | 3 | 4 | 5 | NA |
4.  The student is able to orally present cases completely and accurately.  
   | 1 | 2 | 3 | 4 | 5 | NA |
5.  The student can select appropriate diagnostic or laboratory studies and can accurately interpret their results.  
   | 1 | 2 | 3 | 4 | 5 | NA |
6.  The student can analyze information from the history, physical examination, diagnostic studies, and procedures to formulate appropriate differential diagnoses.  
   | 1 | 2 | 3 | 4 | 5 | NA |
7.  The student can form and assist in implementation of appropriate patient management plans.  
   | 1 | 2 | 3 | 4 | 5 | NA |
8.  The student demonstrates the skills necessary to perform common diagnostic or therapeutic procedures.  
   | 1 | 2 | 3 | 4 | 5 | NA |
9.  The student produces accurate, concise, and organized documentation for patient encounters.  
   | 1 | 2 | 3 | 4 | 5 | NA |
10. The student recognizes the role of the physician assistant.  
    | 1 | 2 | 3 | 4 | 5 | NA |
11. The student is able to relate and interact well with other members of the health care team.  
    | 1 | 2 | 3 | 4 | 5 | NA |
12. The student can communicate well with patients and establish rapport.  
    | 1 | 2 | 3 | 4 | 5 | NA |
13. The student demonstrates problem-solving and medical decision-making skills.  
    | 1 | 2 | 3 | 4 | 5 | NA |
14. The student demonstrates a broad medical knowledge base.  
    | 1 | 2 | 3 | 4 | 5 | NA |
15. The student demonstrates appropriate self-confidence.  
    | 1 | 2 | 3 | 4 | 5 | NA |
16. The student demonstrates professional behavior.  
    | 1 | 2 | 3 | 4 | 5 | NA |
17. The student demonstrates compassionate care for patients of diverse socioeconomic, racial, and ethnic backgrounds?  
    | 1 | 2 | 3 | 4 | 5 | NA |
18. How would you rate the student’s ability to evaluate and manage patients presenting for the following reasons:
   - Acute  
   | 1 | 2 | 3 | 4 | 5 | NA |
   - Chronic  
   | 1 | 2 | 3 | 4 | 5 | NA |
   - Emergent  
   | 1 | 2 | 3 | 4 | 5 | NA |
   - Preventive  
   | 1 | 2 | 3 | 4 | 5 | NA |
19. How would you rate the student’s ability to evaluate and manage patients across the life span?  
    | 1 | 2 | 3 | 4 | 5 | NA |

*These represent the types of questions used in evaluations; each evaluation is specific to each rotation.

Comments
What are this student's individual strengths? Individual weaknesses?
END OF ROTATION EVALUATION OF STUDENT PERFORMANCE CONTINUED

Other

If you were assigning a letter grade for this rotation, what would you choose? Please circle one.

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

Please add any additional comments regarding Union students in general, with regard to consistent weaknesses or other suggestions to improve preparedness for this rotation.

__________________________________________________________________________________________________

__________________________________________________________________________________________________

UNION COLLEGE PA PROGRAM
Student Evaluation of Preceptor

Each of the items below will be rated according to the following scale, unless otherwise specified:

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Excellent
N/A / Not Applicable in this Clinical Experience

Practice

1. Volume and scope of practice
2. Diversity of patient population
3. Friendliness & helpfulness of site staff
4. Student safety and site security
5. Resources available for further learning
6. Percent of time in:
   - Outpatient
   - Inpatient
   OR
   - ER
7. Percent of patient encounters:
   - Acute
   - Chronic
   - Preventive
   - Emergent

Preceptor

1. Preceptor feedback and mentoring.
2. Courteousness to students, patients, and staff
3. Willingness to delegate tasks to student
4. Level of supervision
5. Knowledge in his/her field
6. Facilitation of your development of interpersonal skills
7. Facilitation of your problem-solving and medical decision-making skills
8. Facilitation of my ability to meet the minimum diagnostic and procedure exposures

Overall Progress

1. Progress you feel you made clinically.

Comments

Were there any particular problems encountered on this rotation?

______________________________________

______________________________________

What are the strengths of this rotation?

______________________________________

______________________________________

Other comments:

______________________________________

______________________________________

Please check the item which best describes your knowledge of, and contact with, this student.

Note: It is assumed that the preceptor of record will also complete this form. If this is not the case, please note that the form must be signed by both the preceptor of record (“preceptor”) and the person completing the evaluation (“evaluator”).

Daily Contact    Intermittent    Occasional Contact    None at All

Have you directly observed this student’s clinical performance? Yes    No

Were you able to discuss this evaluation with the student? Yes    No

Did the student meet the minimum diagnostic and procedure exposures listed in the syllabus? Yes    No

Comments:

__________________________________________________________________________________________________

__________________________________________________________________________________________________

### UNION COLLEGE PA PROGRAM

#### Student Self-Assessment

**STUDENT SELF-ASSESSMENT**

**Questions**

In each section, please select a score reflective of your performance so far. Use the following scale in your evaluation:

- 1 = Poor
- 2 = Below Average
- 3 = Average
- 4 = Above Average
- 5 = Excellent
- NA = Not Applicable in this Clinical Experience

How would you rate your ability to perform each of the following tasks:

<table>
<thead>
<tr>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Obtain complete and focused historical information from patients during the medical interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>2. Demonstrate appropriate physical examination skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>3. Identify normal and abnormal physical exam findings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>4. Orally present cases completely and accurately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>5. Select appropriate diagnostic or laboratory studies and accurately interpret their results</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>6. Analyze information from the history, physical examination, diagnostic studies, and procedures to formulate appropriate differential diagnoses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>7. Form and assist in implementation of appropriate patient management plans</td>
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<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>8. Demonstrate the skills necessary to perform common diagnostic or therapeutic procedures</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>9. Produce accurate, concise, and organized documentation for patient encounters</td>
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<td>NA</td>
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<td>10. Recognize the role of the physician assistant</td>
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<td>11. Relate and interact well with other members of the health care team</td>
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<td>12. Communicate well with patients and establish rapport</td>
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<td>13. Demonstrate problem-solving and medical decision-making skills</td>
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<td>NA</td>
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<td>14. Demonstrate a broad medical knowledge base</td>
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<td>15. Produce accurate, concise, and organized documentation for patient encounters</td>
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<td>NA</td>
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<td>16. Demonstrate professional behavior</td>
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<td>NA</td>
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<td>17. Demonstrate compassionate care for patients of diverse socioeconomic, racial, and ethnic backgrounds</td>
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<td>NA</td>
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<td>18. Evaluate and manage patients presenting for the following reasons:</td>
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<td>NA</td>
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<tr>
<td>Acute</td>
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<tr>
<td>Chronic</td>
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<td>NA</td>
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<td>Emergent</td>
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<td>NA</td>
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<tr>
<td>Preventive</td>
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<td>NA</td>
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<td>19. Evaluate and manage patients across the life span?</td>
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<td>NA</td>
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</tbody>
</table>

*These represent the types of questions used in evaluations; each evaluation is specific to each rotation.

Please list the minimum exposures from the syllabus that you have not experienced yet.
7/ STUDENT AND PROGRAM EVALUATION

Comments
What am I doing well? How can I improve?

Preparation for Rotation
How well do you think you were prepared for this rotation? 1 2 3 4 5 NA

If you do not feel you were adequately prepared, in what areas could you have been more prepared?

☐ Medical interview
☐ Physical examination
☐ Oral case presentation
☐ Written patient record
☐ Knowledge of diagnostic studies
☐ Ability to perform clinical procedures
☐ Problem solving/critical thinking
☐ Factual knowledge and concepts
☐ Assessment/differential diagnosis
☐ Ability to form management plan
☐ Ability to implement management plan
☐ Relating to colleagues
☐ Relating to patients
☐ Understanding role of PA
☐ Self-confidence
☐ Reliability and dependability
☐ Professionalism
☐ N/A

7.3 STUDENT-PATIENT ENCOUNTER EVALUATIVE DATA AND CLINICAL ROTATION MANAGEMENT

A web-based data collection system—Exxat—is used to assist with the evaluation of student clinical experiences during the clinical rotations. Students are trained on Exxat prior to beginning rotations. While on rotations, students enter patient encounters into an encounter form. Basic demographic information is collected for each patient, as well as related patient diagnoses, procedures, and medications. This provides valuable information for the student and program to identify strengths and weaknesses at any point throughout the clinical rotations. Student and preceptor evaluations are also completed through Exxat, which allows for efficient feedback. In order to send an evaluation request to the preceptor, the student must enter the preceptor’s name and the preceptor’s preferred email address into the evaluation request form on Exxat. Completing this step delivers an email to the preceptor; the email contains a link to the evaluation itself.

Exxat also provides a variety of other resources for the student, such as selected school policies, rotation-related documents, assignments and study guides, links to internet references, and resources for preceptors.

7.4 FULFILLMENT OF PROGRAM REQUIREMENTS

If a student 1) completes all required courses with a grade of “C” or higher; 2) maintains a cumulative GPA of 3.00 or higher within forty-eight (48) months of matriculation; and 3) passes the Summative Evaluation,* the student will have successfully completed the educational program. A student on probation is not eligible to graduate until all deficiencies have been corrected and probation is removed.

*See section 6.4.6 for additional information.

Standards for completion of any course are determined by the instructor of the course. The instructor determines the criteria for earning each letter grade. Course objectives outline these evaluation methods and the required performance scale, both of which have met the approval of the program director.

All students who have successfully completed the PA Program are recommended for graduation by the program director to the vice president for Academic Administration.

7.5 PROGRAM EVALUATION

The Union College PA Program realizes that, to maintain its goals, frequent and responsible evaluation of all aspects of the curriculum is required. The program has established a continuous self-assessment plan which includes monthly, biannual, and annual reports regarding attainment of goals, fiscal responsibility, physical and research resources, curricular improvements, personal and professional success of students, relationships with the college and community, faculty development, and graduate satisfaction. A description of the committees involved in program evaluation is found in section 8.2.18.

Instrumental to these evaluations is student input. Regular evaluations are requested of all students regarding individual course instruction, clinical experiences, and overall program effectiveness. These evaluations are required and make a substantial contribution to the continued success of the program and its graduates.
8.1 GUIDANCE

The following services are available to students who are experiencing academic, psychological, or other difficulties.

8.1.1 TEACHING LEARNING CENTER (TLC)
The TLC is Union’s office for students with disabilities. Assistance is available for students needing academic adjustments and services necessary to make programs accessible. Union College honors section 504 of the Rehabilitation Act of 1973, 29, USC.706, which forbids discrimination against all individuals with disabilities. In addition to assisting students with disabilities, the TLC offers academic coaching, study and writing labs, peer tutoring, and instruction on note taking, study skills, test-taking strategies, and stress management.

8.1.2 CAREER CENTER
This campus office assists students in reevaluating their interests and aptitudes relative to the program they are pursuing or into which they are contemplating entrance. The Career Center supervises a special study program, including study halls, and gives instruction in study skills.

8.1.3 ACADEMIC ADVISING
The PA Program participates in academic advising conducted by the PA Program faculty and coordinated through the office of Academic Administration.

8.1.4 INDIVIDUAL COUNSELING
If specialized advice is required beyond that which the PA Program team can provide, counseling services are provided by the offices of the vice presidents for Academic Administration and Student Services; the Career Center; the Teaching Learning Center; the Campus Ministries office, and residence hall deans. In addition, the services of a licensed, professional counselor are available through Campus Health.

8.2 ADMINISTRATION AND FACULTY/STAFF ROLES
The faculty and staff of the Union College PA Program work together as a team to provide quality education with personal attention. They support each other and, whenever possible, make joint plans and decisions on the operation of the program. Their uppermost interest and goal is the success and complete professional and personal development of students.

TIPS
FROM FACULTY & STAFF

“PA school is a marathon, not a sprint. Study regularly, and you will finish strong.” – Megan Heidbrink

“Keys to success on clinical rotations (and in the classroom) are adaptability, showing interest, and working hard.” – Michelle Petersen

“Try periodically switching up the environment/location in which you study. Psychologists have found that this can aid in long-term retention.” – Austin Young

“Studying regularly for every class will help you obtain understanding. The faculty is more than happy to help as well. Don’t be afraid to use us as resources.” – Tim Kuntz

“Don’t just memorize information for a test, but make sure you understand the concepts. You will be amazed of your knowledge as you progress.” – Doug Phelps

“The role of ‘PA student’ is unique and a privilege: you have the freedom to do with the forgiveness of being new. Use these years wisely.” – Julie Escobar

“I believe that God sees what is coming around the bend way before we do, and that He always has a plan.” – Jan Lemon

“You can learn something from everyone you meet, and everything you learn will prepare you for something that will happen later in your life.” – Pauline Stubbendieck

“Please complete and return all surveys. We need the information, and we love hearing from you.” – Terri Bartzatt

“Focus on getting through today. Do your best, and take each day as it comes.” – Melissa Burton
The program director (PD) is responsible for the organization, administration, fiscal management, continuous review and analysis, planning, development, accreditation, and general effectiveness of the Union College PA Program. She represents the program at student, faculty, administrative, and governing board levels. Duties include the following:

1. Develop, maintain, and communicate program mission and goals;
2. Mentor, manage, and professionally develop the PA Program faculty to deliver the educational mission of the college;
3. Mentor, instructor, and evaluate students within areas of expertise and interest;
4. Serve as course director, classroom teacher, and participant in course assignments in a setting that promotes team teaching;
5. Participate in lab sessions, OSCEs, and simulations;
6. Participate in clinical quality improvement and clinical site visits/evaluation;
7. Maintain an active role in state and national organizations supporting the educational mission of the program;
8. Serve as faculty advisor and mentor to 6-10 PA students/class; and
9. Serve as chair or member of each PA committee (PERC, AdCom, AAPC, AC).

The medical director holds a current license in the state of Nebraska and is ABMS-board certified in internal medicine. He works in collaboration with the PA Program faculty and staff to provide assistance with admissions, recruitment, evaluations, remediation, accreditation, financial aid, and other activities. Specific duties include the following:

1. Work collaboratively with the program director, academic director, and clinical director to oversee that the PA Program curriculum is in alignment with educational program outcomes and current medical practice;
2. Support the clinical director when requested to assist with clinical sites and preceptors;
3. Mentor, instruct, and evaluate students within areas of expertise and interest;
4. Serve as course director, classroom teacher, and participant in course assignments in a setting that promotes team teaching;
5. Maintain an active role in state and national organizations supporting the educational mission of the program;
6. Serve as a member of PA committees (PERC, AdCom, AAPC, and AC); and
7. Represent the department in intramural and extramural community activities.

As a member of the faculty, he reports directly to the program director and is responsible for other duties as assigned.

Office: LS 202C
Email: dwain.leonhardt@ucollege.edu

The academic director manages the provision and evaluation of the PA Program’s didactic instruction. These responsibilities include the following:

1. Oversee implementation of curricular design and coordination of scheduling of the didactic program with faculty to optimize delivery of instructional content;
2. Ensure faculty are appropriately oriented to program mission and goals, specific teaching responsibilities, program instructional resources, and specific learning objectives for which they are responsible;
3. Design original or review and modify as appropriate existing curricular components to correlate with established or new course and program outcomes and implement curriculum in alignment with the educational approach of the PA Program;
4. Serve as course director, classroom teacher, and participant in course assignments;
5. Develop and maintain student learning objectives and evaluation instruments for didactic courses;
6. Attend lectures and provide peer feedback; teach PA courses; participate in labs, OSCEs, and simulations;
7. Mentor, instruct, and evaluate students within areas of expertise and interest;
8. Advise 6-10 PA students/class; and
9. Chair the AAPC and serve on other PA committees (PERC, AdCom).

She reports directly to the PD and is responsible for other duties as assigned.

Office: LS 208
Email: michelle.petersen@ucollege.edu
The clinical director is involved in both the didactic and clinical phases of the program. These responsibilities include:

1. Oversee the PA Program’s clinical education program and supervise faculty and staff assigned to the section;
2. Work in collaboration with the CC and community hospitals and clinics to establish and maintain clinical sites;
3. Oversee and maintain compliance consistent with Union College requirements with affiliation agreements;
4. Develop, implement, and evaluate student and preceptor performance;
5. Coordinate program evaluation and student assessment performance;
6. Oversee the creation and maintenance of student files in electronic form;
7. Establish and maintain effective working relationships with student, faculty, staff, administrators, and community partners;
8. Design original or review and modify as appropriate existing curricular components to support didactic and clinical course and program learning outcomes;
9. Attend lectures and provide peer feedback; teach PA courses; participate in labs, OSCEs, and simulations;
10. Mentor, instruct, and evaluate students within areas of expertise and interest;
11. Advise 6-10 PA students/class; and

He reports directly to the PD and is responsible for other duties as assigned.

Office: LS 206
Email: austin.young@ucollege.edu

The principal faculty I is responsible for curricular components in both the didactic and clinical phases of the program. He assists the academic director with curriculum planning and helps with clinical evaluation, as directed by the clinical director. Specific duties include:

1. Work in collaboration with the CD and CC to provide assistance with recruitment and maintenance of clinical sites; assist in development, implementation, and evaluation of student and preceptor performance;
2. Mentor, instruct, and evaluate students within areas of expertise and interest;
3. Attend lectures and provide peer feedback and evaluation;
4. Serve as course director, classroom teacher, and participant in course assignments in a setting that promotes team teaching.
5. Develop and maintain student learning objectives and evaluation instruments for didactic courses;
6. Participate in labs, OSCEs, and simulations;
7. Participate in clinical quality improvement and clinical site visits/evaluation;
8. Advise 6-10 PA students/class;
9. Serve on PA committees (PERC, Ad-Com, and AAPC); and

As a member of the faculty, he reports directly to the program director and is responsible for other duties as assigned.

Office: LS 202D
Email: doug.phelps@ucollege.edu

The principal faculty II is responsible for activities in the didactic phase of the students’ academic program. Specific duties include the following:

1. Work in collaboration with the academic director to develop, implement, and evaluate clinical skill and simulation activities within the curriculum;
2. Direct outreach activities within the community (e.g., Foot Clinic), working collaboratively with Division of Nursing personnel;
3. Mentor, instruct, and evaluate students within areas of expertise and interest;
4. Attend lectures and provide peer feedback and evaluation; participate in labs, OSCEs, and simulations;
5. Serve as course director, classroom teacher, and participant in course assignments;
6. Develop and maintain student learning objectives and evaluation instruments for didactic courses;
7. Participate in clinical quality improvement and clinical site visits/evaluation;
8. Serve as a faculty advisor and mentor to 6-10 PA students/class;
9. Serve on PA committees (PERC, Ad-Com, and AAPC); and
10. Represent the department in intramural and extramural community activities.

As a member of the faculty, he reports directly to the program director and is responsible for other duties as assigned.

Office: LS 207
Email: tim.kuntz@ucollege.edu
The director of special projects is responsible for the creation, progress, and implementation of special projects related to the PA Program, as well as supporting the teaching faculty as needed. These responsibilities include the following:

1. Create and implement special projects, as assigned by the program director;
2. Support principal faculty, as needed;
3. Maintain and update the PA Student Handbook annually;
4. Mentor, instruct, and evaluate students within areas of expertise and interest;
5. Maintain an active role in state and national organizations supporting the educational mission of the program;
6. Attend department faculty meetings as requested; and
7. Represent the department in intramural and extramural community activities.

The director of special projects reports directly to the program director and is responsible for other duties as assigned.

Email: julie.escobar@ucollege.edu

**DIRECTOR OF SPECIAL PROJECTS**  
Julie Escobar, MPAS, PA-C

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**PROGRAM ASSISTANT/ADMISSIONS COORDINATOR**  
Jan Lemon

The program assistant/admissions coordinator provides general organizational support and admissions management for the Union College PA Program. She is responsible for accurate and orderly record keeping for both the administrative and academic aspects of the program. The program assistant:

1. Processes all applicant, student, and graduate data, including student files, transcript reviews and evaluation reports, and provides preliminary advising for inquirers;
2. Coordinates new-student orientation;
3. Faxes or mails reference requests from faculty members for graduates seeking employment;
4. Manages office staff; and
5. Provides back-up support to the office coordinator when needed, if schedule and workload permit.

Office: LS 201A  
Email: jan.lemon@ucollege.edu

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**CLINICAL COORDINATOR**  
Pauline Stubbendieck

The clinical coordinator (CC) provides administrative support for the clinical year. The clinical coordinator is responsible for working directly with clinical preceptors, PA students, the clinical director, and the general public. She:

1. Organizes and schedules the clinical rotation year including clinical sites and housing;
2. Prepares and processes affiliation agreements for the program and corresponds with clinical sites/preceptors and provides appropriate student and program documentation prior to clinical rotations.
3. Works with the clinical director to assure availability and quality of clinical sites and preceptors for each student.
4. Seeks new clinical opportunities for students as part of the clinical team.
5. Prepares preceptor packets and produces mass mailings, routine correspondence, reports, and projects as assigned.
6. Maintains files and updates appropriate databases (Exxat) with current information on preceptors and clinical sites.
7. Provides back-up support to the program assistant and office coordinator when needed and if schedule and workload permit.

The CC also functions as the program event planner, in conjunction with the office coordinator.

Office: LS 201B  
Email: pauline.stubbendieck@ucollege.edu
The data manager provides administrative support for the Union College PA Program. Duties include the following:

1. Manages the collection and assists with the analysis of clinical rotation student performance data;
2. Directs the collection of program evaluation data (e.g., course and rotation evaluations, faculty/student/alumni surveys, summative evaluations, etc.); and
3. Assists the program director with the analysis of program evaluation data.

The data manager reports to and assists the program director in achieving short- and long-range evaluation and research goals for the program. As needed, the data manager assists all directors in carrying out administrative responsibilities, including student and program evaluations.

Office: LS 205
Email: terri.bartzatt@ucollege.edu

The office coordinator creates a welcoming office environment for the Union College PA Program. Her tasks involve office coordination and word-processing, including judicious call screening and scheduling of appointments, in order to maximize the efficiency of other program personnel. This person assists students by addressing their concerns in a timely, convenient manner and assists the CC in planning events. Her responsibilities include the following:

1. Serves as a liaison between students and faculty;
2. Assists with the planning and execution of graduation, White Coat ceremony, quarterly meetings, and other events, as directed by the CC and PD;
3. Is responsible for copying student handouts/faculty presentations;
4. Oversees the PA Program website and Facebook page;
5. Assists faculty with preparation of projects;
6. Prepares program correspondence; and
7. Provides back-up support to the program assistant/admissions coordinator and CC when needed, if schedule and workload permit.

Office: LS 200
Email: melissa.burton@ucollege.edu
The program director and principal faculty actively participate in the following processes: 1. Developing, reviewing, and revising as necessary the vision, mission, goals, and learning outcomes for the program; 2. Evaluating student performance; 3. Academic counseling of students; 4. Providing remedial instruction; 5. Designing, implementing, coordinating, and evaluating the curriculum; and 6. Evaluating the program.

**8.2.14 CLINICAL INSTRUCTORS**

Clinical instructors serve as full- or part-time faculty members of the Union College PA Program, with attention to specific areas within the clinical curriculum. This position matches the needs of the program with the experience and expertise of the clinical instructor. He or she is typically given teaching responsibilities among the didactic clinical science courses. The clinical instructor may assist the clinical director in organizing, monitoring, and evaluating students' clinical experiences, both in didactic courses and on clinical rotations. The clinical instructor may participate on the PA Education Resource Committee and the Admissions Committee, as feasible, and may assist in student recruitment programs.

**8.2.15 TEACHING AFFILIATES**

Affiliates are volunteer lecturers from the Lincoln medical community and elsewhere who present pertinent medical information from their particular area of expertise. The PA Program is responsible for evaluating and selecting candidates who represent the prevailing standard of medical expertise. These individuals voluntarily provide their expertise and make a substantial contribution to PA student education.

**8.2.16 CLINICAL PRECEPTORS**

These are individuals from both local medical communities and clinical sites from across the country who volunteer to provide Union's PA students with valuable clinical experience opportunities through the resources of their individual practices. These opportunities may range from simple observation of actual medical practice, to patient contact for the purpose of practice in the accomplishment of history-taking and physical examination skills, to hands-on experience in doing actual medical evaluations and clinical procedures under the instruction and supervision of the preceptor. It is the responsibility of the program to recruit and evaluate each participating practitioner on the basis of his or her potential and willingness to teach. Formally established clinical preceptors must be board-certified physicians or midlevel providers who have no pending malpractice petitions.

The PA Program maintains a file of clinical preceptors' credentials and a signed affiliation agreement for each preceptor's practice site(s). The program assumes the responsibility for adequate communication of learning objectives to both the preceptor and the student, based on the type of rotation involved. These professional mentoring relationships have resulted in permanent employment upon graduation.

Agency affiliates include hospitals, health clinics, nursing homes, and other health care delivery facilities in Lincoln and elsewhere. An agency affiliate agrees to provide a quality setting whereby Union's PA students can function under the instruction and supervision of a physician or midlevel provider preceptor. Such preceptors must be part of the medical staff of the agency and also be affiliated with the PA Program.

The Union College PA Program is a unique department offering the only graduate studies on campus. The academic chain of command consists of the following: course directors, program director, vice president for Academic Administration, college president, and Board of Trustees.

Several committees provide leadership, oversight, and accountability for the academic responsibilities of the program. The PA Education Resource Committee (PERC) is responsible for performing a comprehensive review and critical analysis of all data related to all aspects of the structure, function, and operation of the PA program, as well as reviewing ongoing compliance with standards for accreditation. The PA Admissions Committee (AdCom) is responsible for evaluating and recommending admissions prerequisites and admissions policy and procedures, as well as selecting applicants for admission to the program, evaluating the admissions process, and reporting their findings and recommendations to the PERC. The PA Academic Affairs Progress Committee (AAPC) is responsible for monitoring student progress, remediating poor student performance, selecting students for honors and awards at graduation, selecting students for scholarships, and determining student eligibility to graduate. Finally, the PA Allocation Committee (AC) is responsible for evaluating institutional support for the PA Program.
8.3 EQUIPMENT

All students are required to purchase their own medical equipment. During the first week of school, the PA Program arranges for a display and demonstration of necessary equipment, available from several distributors, with special educational discounts on all equipment. This equipment must be obtained early in the first fall semester, as it is utilized early in the first semester and thereafter throughout the program.

Required equipment includes a high-quality stethoscope, a diagnostic set (ophthalmoscope and otoscope), blood pressure equipment (hand aneroid with adult and child cuffs), a tuning fork, a neurological hammer, a measuring tape, a penlight, name tags, Union College PA student logo patches, two white medical jackets (students are responsible for the upkeep of the jackets), and one pair of scrubs with the PA Program logo. Optional materials may also be purchased, including medical bags, Snellen eye charts, and additional pairs of scrubs.

All PA students are required to own a laptop computer. It will be required for specific class periods during the didactic portion and must be available for the student’s exclusive use during the clinical year.

8.4 STUDENT MALPRACTICE LIABILITY

All PA students have professional liability coverage under the Union College insurance program (Adventist Risk Management, Inc.). This coverage provides up to $1,000,000 for all college-related occurrences. In addition, all preceptors must have personal malpractice insurance over their clinical practices. To protect the student further, the program requests information on any prior or pending litigation involving preceptors. The program also purchases needlestick coverage insurance for all students enrolled in the PA Program.

In light of today’s litigious society, students should purchase personal professional liability insurance in addition to the provided coverage described above. The PA Program strongly recommends policies that are endorsed by the American Academy of PAs, such as CM&F. Current policies have specific rate tables for PA students. More information about CM&F coverage can be found at the following website: www.cmfgroup.com/professional-liability-insurance/physician-assistant-insurance/.

TIPS FOR NEW STUDENTS

“Sometimes while studying you need to stop and take a 30-second dance break, then focus and study more.”
Amber Bemis, Class of 2015

“Laugh a lot and love a lot--the experience of PA school is like no other.”
Bridget Green, Class of 2007
8.5 HEALTH AND INSURANCE

8.5.1 STUDENT HEALTH

All PA students are required to submit a history and physical examination report (form provided by Union College), including required immunizations and titers (following health care personnel vaccination recommendations of the CDC), prior to beginning the first fall semester. Students are responsible for uploading this information to the CastleBranch website; instructions are provided by the PA Program. The Campus Health nurse reviews submitted information for completion. Student health records are confidential and are not accessible to or reviewed by program personnel, except for immunization and tuberculosis screening results, which may be maintained and released with written permission from the student. (Needlestick/sharp reports, results of drug screening, and/or criminal background checks are not considered a part of the health record, and are, therefore, accessible to program personnel on an as-needed basis.)

Union College Campus Health operates a non-urgent clinic directed by a registered nurse. Campus Health is located in Rees Hall, room 119; the office is open from 9:30 am to 3 pm Monday through Thursday, and from 9:30 am to 12 pm on Fridays. Students who are ill should contact the nurse during office hours by calling (402) 486-2554, emailing campushealth-nurse@ucollege.edu, or visiting the online scheduler at <www.campushealth.as.me>. The same contact information may be used to access other services provided, such as athletic training and pastoral counseling.

If a student needs further medical evaluation, he/she may see the Campus Health nurse for referrals or visit one of the walk-in health clinics in the community (information available through the Campus Health office and on the website https://ucollege.edu/campus-health/). In the event of any emergency, students should visit the nearest emergency room or call 911.

For mental health concerns, the services of a licensed, professional counselor are also available. Students can call or text (402) 540-2354 to set up an appointment or visit the online scheduler at <www.campushealth.as.me>.

Students who have a physical or mental health condition that creates challenges to their academic, personal, or professional performance are encouraged to disclose this information to the Teaching Learning Center staff to be sure all support services are available to the student (see section 8.1.1).

Despite the best prevention measures, needlestick injuries and accidental body fluid exposures remain a common risk among students of health care professions. Measures are in place to support the health care needs of the student, which are initiated upon notification from the student that an injury or exposure has occurred. The PA Program maintains a policy to be followed (see “Policy: Blood-borne and Biological Pathogen Exposure” following section 8.5.3); for students on clinical rotations, this most often means following the protocol of the institution where the incident occurred. All records regarding body fluid exposures are maintained solely by Campus Health. Expenses associated with body fluid exposure incidents are not covered by Union College.
8.5.1 STUDENT HEALTH CONTINUED

and are the student’s responsibility. These expenses may or may not be covered by the student’s personal health insurance. Union College has purchased needlestick insurance coverage for all students enrolled in the PA Program; however, Union College and the Union College PA Program do not guarantee complete coverage of expenses associated with body fluid exposure incidents. PA program policies regarding student exposure to infectious and environmental hazards are available through program personnel.

While on clinical rotations, students have access to health services provided at the clinical sites if emergencies arise. Agreements with most affiliated institutions and physicians specify that the site will provide immediate emergency health care for the student. Physicians are asked to provide immediate care without charge, accepting the student’s insurance reimbursement. Subsequent physician charges and affiliate institution charges may be submitted to the student’s health insurance in the usual manner.

According to ARC-PA Standard A3.09, PA faculty, including the program director, medical director, and principal faculty, must not participate as health care providers for students in the program, except in an emergency situation.

8.5.2 HEALTH INSURANCE

The PA Program requires that all PA students have appropriate health insurance. Students are responsible for obtaining personal health insurance. Documentation verifying insurance coverage is required at registration, or the student may purchase a health insurance plan available through the college.

8.5.3 HARASSMENT

All PA Program personnel and students follow the non-discrimination/harassment policies of the college. See the Union Student Handbook for the complete policies.
UNION COLLEGE PA PROGRAM
Policy: Bloodborne and Biological Pathogen Exposure

PURPOSE
To provide guidelines for students to follow in the case of exposure to bloodborne pathogens.

ARC-PA Standards
A3.01, A3.08

SCOPE
PA Program core faculty/staff, PA students, preceptors, and appropriate clinical facilities.

RESPONSIBLE PARTIES
Union College PA Program, (402) 486-2527
Union College Student Health Services, (402) 486-2600, ext. 2554
Individual clinical sites (as appropriate)

DEFINITION
Blood borne pathogens are microorganisms present in human blood that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

BACKGROUND
All Union College PA Program (UCPA) students are required to complete vaccinations--per CDC recommendations for health care providers--prior to matriculating. This includes a complete HBV series.

Prior to entering clinical rotations and patient contact, PA students receive specific instruction in universal and standard precautions, including proper handling of used needles and sharp instruments.

The student’s personal health insurance is responsible for costs associated with the student’s medical care.

I. Policy Statement
A. All students must report any needlestick or sharp instrument exposure to the PA Program.
B. The student must initiate care according to the protocol of the physician or facility where the exposure occurred. If no protocol is established, the protocol adopted by UCPA will be utilized.
C. PA Program faculty will advise students according to the recommended standard protocol established by the U.S. Public Health Service, and as outlined below in “Procedure.”
D. The results of a student’s care and patient’s testing are protected information and will not be obtained by Union College unless the student and the patient have signed an appropriate release.
E. Students will be referred to Campus Health if additional follow-up is needed. Students may also be referred to the Lincoln-Lancaster County Health Department, or an appropriate medical provider, if additional evaluation is needed.

II. Procedure
A. If as student experiences a needlestick or sharp instrument injury or was exposed to the blood or other body fluid of a patient during the course of his/her work, the student will immediately follow these steps.
   1. Wash needlesticks and cuts with soap and water.
   2. Flush splashes to the nose, mouth, or skin with water.
   3. Irrigate eyes with clean water, saline, or sterile irrigants.
   4. Report the incident to an immediate supervisor.
   5. Notify the Union College PA Program (clinical director or other faculty member) within 24 hours of the incident.
      a) If on campus, Union College and the PA Program recommend that the student and others involved be referred to an appropriate medical provider to receive appropriate testing, prophylactic treatment (if indicated), and follow-up.
      b) If participating in a school activity off-campus, the student should follow the protocol established by the institution where the incident occurred. If the institution does not have a protocol, the UCPA protocol will be followed.
B. Post-exposure Follow-up
   1. The UCPA faculty member will document the incident on the “Student Bloodborne and Biological Pathogen Exposure” documentation form (see Google Drive --> Shared Forms).
   2. If a student refuses care following exposure, he or she is required to complete a “Student Bloodborne and Biological Pathogen Exposure Refusal of Care” form. This form will be provided by the clinical director or other faculty member.

Approved by: Union College PA Program Faculty and Staff, April 2017
Union College PA students are required to follow all college policies as stated in the Union College Academic Bulletin and the Union College Student Handbook. Both manuals are available to students at all times via the Union College website.

The PA Program has amended several college policies to better fit the graduate program. The program informs students of its program policies and practices: All program policies are contained or referenced in the program handbook, which is provided to all faculty, staff, and incoming students at PA orientation. Program policies apply to all students, principal faculty, and the program director regardless of the location.

Program policies are reviewed annually by the program director and principal faculty, with oversight by the vice president for Academic Administration and the PA Education Resource Committee.

9.1 PROFESSIONALISM

As discussed in section 1.7, PA students, faculty, and staff all hold the need for professionalism as a goal. This professionalism includes adhering to high ethical and moral standards, respectfully caring for the needs of others, and demonstrating an on-going commitment to excellence. This is typically shown by language, appearance, and actions. It is expected that all PA students, faculty, and staff are advocates for the goals of the PA Program; this will be demonstrated by timely attendance, adherence to policies, and preparedness for all responsibilities. Professionalism is a continuum that is best developed individually, with joint accountability. The PA Program promotes an atmosphere where constructive feedback is encouraged and appropriate behavior adjustments are expected.

Each student is legally responsible for his/her own actions based on that which can be reasonably expected within the framework of his/her education and experience. Accountability is essential in the PA profession, and students are held accountable for their attitudes, behavior, and their own learning. A high level of professionalism is expected of all faculty, staff, and students.

Professionalism Evaluation

Student_________________________ Class of__________________________ **Students are evaluated by “meets” (M) or “below” (B) expectation.**

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<tr>
<th>Attendance</th>
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<tbody>
<tr>
<td>1. Attends all classes as required or requested</td>
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<th>Reliability and Dependability</th>
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<td>2. Attends class prepared to participate; contributes effectively and appropriately in class</td>
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<td>3. Submits completed class &amp; rotation assignments in a timely and satisfactory manner</td>
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<td>4. Submits required forms on time (Financial Services, PA Program, etc.)</td>
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<td>5. Demonstrates appropriate attire in didactic and clinical settings</td>
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<th>Social and Interpersonal Skills</th>
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<td>6. Demonstrates respect to guest instructors, faculty/staff, and classmates</td>
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<td>7. Communicates effectively in written and verbal forms</td>
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<td>8. Demonstrates a desire to help others &amp; awareness of others’ needs, goals, and feelings</td>
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<td>9. Adjusts behavior appropriately to the social and behavioral cues of others</td>
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<td>10. Demonstrates appropriate self-esteem</td>
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<td>11. Is respectful and appreciative of the multiple dimensions of diversity</td>
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<td>12. Conducts him/herself in a mature, honest, ethical, and professional manner</td>
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<th>Commitment to Learning &amp; Excellence</th>
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<td>13. Has insight into own abilities &amp; limitations; able to assess own learning needs</td>
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<td>14. Accepts responsibility for continues improvement and learning of new skills/concepts</td>
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<td>15. Accepts and gives constructive feedback, and adapts behavior appropriately</td>
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<td>16. Accepts responsibility for remediation</td>
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<td>17. Demonstrates tolerance of and adapts to stressful or changing environment/situations</td>
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<td>18. Displays Christ-like character; adheres to high ethical and moral standards</td>
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<th>Personal Responsibility &amp; Work Ethic</th>
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<td>19. Demonstrates ability to work and function as a member of a team</td>
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<td>20. Follows through on tasks and commitment; seeks guidance when needed</td>
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<td>21. Takes responsibility for personal actions and performance; is a self-directed learner</td>
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<td>22. Demonstrates flexibility, adaptability, and tolerance for change</td>
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<td>23. Adheres to Union College and Union PA Program policies, procedures, and rules</td>
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<td>24. Demonstrates academic integrity in all settings</td>
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<td>25. Displays compassion and empathy to others</td>
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9.1 PROFESSIONALISM CONTINUED

Each student in the Union College PA Program is an important part of a learning community. In this academic environment, civility and respect for the opinions of others are very important. Students will not always agree with everything said or discussed; however, courteous professional behavior, responses, and language are expected at all times. Each student should recognize that behavior affects fellow students, instructors, and Union College as a whole. Professional recommendations are often provided by faculty members or former classmates, and a student’s behavior in the program will provide the basis for any future recommendations.

9.1.1 PROCESS FOR UNPROFESSIONAL BEHAVIOR

1. Incident Reports
   a. Instance of inappropriate/unprofessional student behavior are documented by the faculty member involved, in writing, on the PA Program Incident Report form. A copy of the incident report, including required actions, will be given to the student by the completing faculty or staff member. The faculty member will submit the completed incident report to the AAPC chair. A copy of the final, processed incident report will be sent to the student, the student’s academic advisor, and the course faculty member.
   b. Each incident report will be evaluated by the AAPC chair for potential referral to the AAPC. Following a second incident report, the student will be referred to the AAPC for review of the student’s academic file. Continued unprofessional behaviors may result in non-academic probation, suspension, or dismissal from the PA Program.
   c. There are circumstances in which an immediate decision must be made by the involved faculty member and/or program director to suspend the student from attending classes or clinical rotations. Based on the discretion of the program director, the student may also be suspended or dismissed from the PA Program.

2. Semester Review
   a. Students are formally evaluated by all principle faculty members at the conclusion of each semester, with specific focus on areas that are marked “below expectations.” All professionalism evaluation results are shared with the student by his/her advisor, and areas of concern are addressed in a manner deemed appropriate by the AAPC.

Disciplinary action related to unprofessional behavior is outlined in following sections, under the “non-academic” portions of warning, probation, suspension, and dismissal.

9.2 STUDENT DECORUM, DRESS, AND PERSONAL APPEARANCE

On campus and in the classroom, college-wide standards of dress and behavior should be observed. Behavior in the classroom should promote comfort and enjoyment for everyone. Neatness and modesty are valued and expected. Respect for fellow students, faculty, and staff should be shown in all interactions. Off campus—in clinical and hospital settings—an appropriately high standard of professionalism is expected. Students must show maturity and good judgment in all situations of public contact.

9.2.1 STUDENT DECORUM

The instruction of certain examination and procedural skills requires live models. Whenever possible, fellow students are asked to equally share the responsibility of serving as models, which gives the students helpful instruction from both the clinician’s and the patient’s perspectives. In situations involving sensitive exams, appropriate staff supervision is provided to assure that modesty and respect is maintained while facilitating the instruction. In selected exams (such as the female genitourinary exam), trained, live models are provided.

9.2.2 STUDENT DRESS

Graduate students are expected to dress professionally during didactic and clinical portions of the program; the expectations are slightly different in each setting.

**Didactic portion:** In the first year and a half, students are encouraged to wear business casual attire but may wear other casual clothing, including sweat pants, sweat shirts, hoodies (with hoods off), warm-up pants, capris, and shorts. Clothing items not appropriate for the classroom include pajamas, bedroom slippers, pants with words written across the buttock, midriff-bearing shirts, low-cut shirts, short skirts, and short-shorts. Athletic shoes and other casual footwear may be worn in the classroom; however, open-toed shoes may not be worn during laboratory exercises or during other exposure to sharps or needles. Beginning in the Spring semester of the second year, students are required to wear business attire for all didactic experiences.

**Clinical portion:** All students must wear a short white coat—clean and pressed—with the PA Program patch applied and student photo ID badge (identifying the individual as a PA student from Union College) clearly displayed. [See section 8.3.] Clinic coats may be removed upon request of the preceptor, but the student photo ID badge must always be clearly visible. Men should wear a dress shirt and tie with dress pants. Women should wear a blouse or sweater with trousers or a skirt; tops should not reveal cleavage, and skirts should be at or below the knee. All students should be prepared to carry out a range of motions (reaching, bending, squatting, etc.), as well as stand for extended periods of time. Shoes must be close-toed and conducive to walking (with laces tied, if present). Athletic shoes,* Converse All Stars, flip-flops, stilettos, and open-toed shoes may not be worn.

*Athletic shoes may be used when a student is exclusively in the operating room or emergency department.
9.2.3 STUDENT PERSONAL APPEARANCE
This section briefly describes standards for appearance necessary to meet the service and safety objective of placing patient comfort and welfare first, as well as the educational objective of preparing the student to assume the role of a professional health care worker.

1. Students should consider the cultural sensitivities of their most socially conservative patients and families: Recent trends in clothing, body art, and body piercing, which may be personally attractive in some social situations, may not be accepted by some patients, and should not be worn or displayed by PA students in professional settings.

2. All students should keep hair neat, clean, and well-groomed. Hair coloring must look natural and complement the individual: faddish styles and unnatural coloring do not convey a professional appearance and are not permitted.

3. For men, hair should be tapered around the ears and not hang over the collar. Regarding facial hair, stubble is not permitted except during the initial growth of the beard. Mustaches, goatees, and beards are to be neatly trimmed above and below the mandibular margins.

4. Nails should be kept clean and neat; length should not interfere with cleanliness or manual dexterity (a suggested length is less than one-quarter inch). Nail polish, if worn, should be free of chips and a neutral color. Artificial fingernails or fingernail extenders should not be worn during direct patient contact.

<http://www.cdc.gov/mmwr/PDF/rr/rr5116.pdf>
If the dress/grooming policies of a clinical rotation site are more restrictive than those stated above, students must adhere to the policies of the rotation site.

At the discretion of faculty, staff, and clinical preceptors, a student may be asked—at any time—to leave the current environment (classroom or clinical rotation setting) and change into appropriate attire before continuing in the activity. Depending on the situation, this may result in an unexcused absence.

9.3 ELECTRONIC DEVICES & SOCIAL MEDIA
Smartphones and Twitter feeds have become part of modern society. While they certainly have their place, individuals are expected to exercise caution when using electronic devices and participating in social media as students in the PA program.

9.3.1 ELECTRONIC DEVICES
The student’s use of a cellular phone can become a significant distraction. In the classroom, cell phones should be turned to silent (not vibrate). If emergency phone calls are anticipated, the student should notify the PA office staff; the student will be contacted immediately if needed. For activities outside the classroom, cell phones should be turned off during all health care delivery and professional meetings, unless the student has been specifically instructed to be available “on-call” by the clinical preceptor.

Student use of electronic devices—such as smartphones, tablets, and laptop computers—during classroom activities is supported when it is directly related to the topic of instruction and the activity is not distracting to other students or faculty. Unrelated activities, such as surfing the internet, checking email, working on homework, or studying for another class, are not acceptable uses.

Students who wish to record a lecture must obtain permission from the course instructor or guest lecturer prior to recording the lecture.

9.3.2 SOCIAL MEDIA
Maintaining professionalism is of utmost importance when using social media, and students should assume all postings are visible to program faculty, patients, and future employers. It is strictly prohibited to post diagnostic images or any form of patient data on any social media platform (including, but not limited to, YouTube, Facebook, iTunes, LinkedIn, Twitter, Snapchat, Instagram, and blogs). It is also strictly prohibited to discuss patient-related matters or take photographs of patients and cadavers (including in the operating room), even if the patient is not identified. Similarly, posting on Facebook or any other form of social media regarding program personnel (including all Union College employees and students), the employees or patients of clinical facilities, or any others with whom they come in contact while acting as PA students is strictly prohibited. Requesting connection with preceptors, faculty, staff, and supervisors while currently a student is not allowed. Violation of this policy will result in a meeting with the PA Academic Affairs Progress Committee and may include dismissal from the program. Any party who witnesses violations of this policy should immediately report them to the program director.
9.4 BACKGROUND CHECKS AND DRUG SCREENINGS

Upon acceptance to the program, each PA student is required to have a background check for a review of criminal or other illegal behavior (as recorded by state or national agencies), which must be completed prior to the first day of classes. This information is reviewed by the program and, upon request, provided to clinical rotation sites. The cost of the post-acceptance background check is covered by the student’s initial deposit. If additional background checks are required for clinical rotation sites, the student will be responsible for the costs. (Please note that acceptance into a PA Program does not guarantee that a student will be eligible for state licensure. If there is anything in a student’s background history that is of concern, the student should consult a qualified attorney.)

All third-year students will complete a drug screening—as directed by the program—prior to the first clinical rotation; some sites may require an additional screening later in the year. Students are responsible for all costs associated with the drug screening(s). Results will be sent to Union College Student Health, and confirmation that testing has been performed will be sent to the clinical rotation site when requested by the site.

If a student is charged with a criminal offense or found to have a positive drug test or urine screen, after matriculation into the Union College PA Program, he or she is obligated to report this to the Union College PA program director immediately. If the Union College PA Program later discovers that a student withheld disclosure of a criminal charge or is found to have a positive drug test or urine screen, he/she may be subject to immediate dismissal by the Union College PA Academic Affairs Progress Committee (AAPC). Depending upon the nature of the criminal charge, the student may not be allowed to continue the course of study until there is final disposition of the criminal charge either by verdict, plea, or dismissal. This is consistent with the obligation of the Union College PA Program to ensure the safety of patients and others.

9.5 PATIENT PRIVACY*

Use and disclosure of patient health information is guided by the “Privacy Rule.” This rule was issued in 2000, by the United States Department of Health and Human Services, to implement the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”). The major purpose of the Privacy Rule is to “define and limit the circumstances in which an individual’s protected health information may be used or disclosed by covered entities.” Throughout the course of PA education, students will have access to protected health information (PHI) and must comply with the Privacy Rule. Specific provisions are highlighted here; classroom instruction on HIPAA is provided in the first and second semesters of the PA program.

1. Protected health information is defined as all “individually identifiable health information,” whether electronic, paper, or oral. This includes the following:
   a. Names (past or present);
   b. Addresses (mailing, email, Internet Protocol);
   c. Dates (all elements of dates in a patient’s life, with the exception of the birth year for patients younger than 90);
   d. Numbers (Social Security, account, medical record, health plan beneficiary, certificate, license, phone, fax, device serial, vehicle identification);
   e. Visual elements (fingerprint records, photographs); and
   f. Unique characteristics that could be used to identify a person.

2. Students are permitted to use and disclose PHI with members of the interprofessional health care team directly involved in the patient’s care.

3. Students may only use patient information outside of the clinical site if one of the following conditions has been met.
   a. The patient provided written authorization for the information to be used or disclosed.
   b. The student de-identifies all PHI from the material.

4. Each clinical site will have privacy policies and procedures that are consistent with the Privacy Rule. Students must comply with these policies.

5. Violation of the Privacy Rule will lead to disciplinary actions as described in section 9.11.3.7.

*Portions of this text were quoted or paraphrased from the following sources:
9.6 POLICY REVIEW FOR TESTING, EXAMPLIFY, and EXAMINATION REVIEW

9.6.1 TESTING
1. Students may have only writing instruments and an eraser with them in the testing room, unless otherwise specified by the course instructor. All other personal belongings, including cell phones and other electronic devices, must be outside the testing room. Use of electronic devices during exams will lead to application of the handbook statement on intellectual integrity (see section 9.13).
2. Questions about test items will not be entertained during examination. At the instructor’s discretion, question comment forms will be available after the examination.
3. Students may leave the testing room once they have completed their examination. The instructor will collect the exams of any students who leave the room for any other reason (except for a true emergency), and they will be graded as is. Non-emergent reasons for leaving include, but are not limited to, bathroom breaks and water bottle refills.
4. No students may re-enter the testing room until all of the exams have been collected.
5. This policy will vary when exams are given on Examplify. See individual course syllabi for changes.

9.6.2 EXAMPLIFY: STUDENT RESPONSIBILITY BEFORE EXAM
1. Students must come to the exam having downloaded the test. No downloads are allowed at the exam.
2. If there is a computer problem, it is the student’s responsibility to address that issue before coming to the exam, including getting a loaner replacement computer and downloading the exam to that computer. If the student gets a loaner replacement computer but has already downloaded the exam/quiz to the broken computer, the student needs to notify the faculty and request a second download of the exam to be placed on the loaner computer.
3. Students MUST report to the exam at least 5 minutes before the exam, putting backpacks, phones, jackets, hats, etc., outside of the room in pre-assigned lockers.
4. Students MUST have Examplify running on their computers ready to input the password BEFORE exam/quiz time.
5. Students needing accommodations must report to their specially assigned exam rooms 10 minutes before the exam.
6. Exams/quizzes attempted to be uploaded after the upload deadline will not be accepted.
7. If the student is late, his/her exam will end at the original exam time. No extra time will be given, and the exam must be uploaded before the upload deadline.
8. Students MUST show the exam proctor the green check mark signifying a successful exam upload. Successful upload of the exam is the student’s responsibility.

9.6.3 EXAMINATION REVIEW
1. Upon completion of exams, students will receive a password (provided by the instructor or proctor) to view missed exam questions.
2. Review will be allowed for five minutes. Students may not take notes during the review time.

9.7 RECORDS
It is the responsibility of each instructor to establish the class’s grading systems and policies and to inform the students of the same. Graded papers are returned to the student after scores have been recorded, except for written examinations, which may be retained by the instructor following review by the student. Individual instructors retain records of student scores and grades for a period of not less than five years, and then they may be destroyed at the instructor’s discretion.

It is the responsibility of the Union College Records office to ensure timely and accurate transfer of grades to the student’s permanent record and to provide expedient and reliable filing and retrieval of the same. All official transcripts of Union College grades are maintained by the Records office as permanent records. Under no circumstances will the student’s personal and scholastic records be made available to persons other than the student himself/herself, the faculty/staff of the program or Union College administration without the expressed permission of the student or his/her designated agent. Directory information is utilized according to college policy; see the Academic Bulletin for more information.

9.8 NAME CHANGES
All official student files are maintained by the Records office. The name on this file is the official name that all campus departments use for all school-related activities and publications. In order to change this name, a student must submit (via mail, email, fax, or in person) an official document that shows the new name. Accepted documents are a driver’s license, marriage certificate, passport, or Social Security card. The name will be updated on the paper file and in Union’s electronic databases within three business days of receipt. Once the name has been changed, it will appear in all official uses on campus, including the commencement program.
9.9 STUDENT WORK POLICY

PA students are generally discouraged from maintaining employment while in their PA studies, due to the rigorous nature of the curriculum. If academic difficulties arise and the student is employed, academic advisors will include counsel to resign from employment. No concessions or time off will be granted to students to maintain employment of any kind.

PA students are never required to work for the program. In general, PA students are not permitted to work for the program; however, on rare occasions, a PA student will request work during a school break and may be hired for temporary non-office duties (e.g., janitor over Christmas vacation).

Students are not permitted to substitute for or function as instructional faculty in didactic and/or laboratory sessions. During clinical rotations, students cannot function as a substitute for clinical or administrative staff and cannot receive any payment for services provided.

Students with specific prior knowledge, experiences, and skills may assist faculty in didactic and laboratory sessions to share their knowledge and skills.

9.10 POLICY REVIEW FOR EDUCATION CREDITS

PA Program policies for previous coursework and credits are described below. For more information on any policy, please contact the PA Program staff.

9.10.1 TRANSFER CREDITS

Most students enrolled in professional graduate programs will complete all coursework for the degree at the same institution. Only courses specially approved by the PA Program may be transferred to Union College. If transfer credits are approved, official transcripts must be received before application for a degree will be approved.

9.10.2 ADVANCED PLACEMENT

Within the Union College PA Program, “advanced placement” refers to allowing students to transfer graduate credits from another accredited PA institution rather than completing those hours in the Union College PA Program. While possible for didactic coursework, advanced placement does not apply to the clinical component (clinical rotation experiences in the third year).

Transfer of PA professional courses—those specific to the PA profession, not to include general study requirements that are part of a bachelor’s degree in PA studies—is limited to students transferring from another accredited PA Program. The student must have a recommendation from the previous program and may be required to validate proficiency in courses being transferred either by a challenge examination or by demonstration of the necessary skills. Individuals requesting advanced placement must meet the regular application and selection criteria.

Due to the rigorous academic course work in the PA Program, international medical graduates may not receive advanced placement beyond the scope of this policy.

9.10.3 CREDIT FOR EXPERIENTIAL LEARNING

While the program respects the benefits of experiential learning, no academic credit is given for previous experience. A student who has previously acquired skills through experience is required to attend all classes. The student may be a resource to other students who need assistance in learning content or other skills, upon request.

9.10.4 AUDITING PHAS COURSES

Students withdrawing from the program for non-disciplinary reasons may request to audit a PHAS course under the following provisions.

1. The student must submit a written request to the program director for approval by the program personnel.
2. Only classroom lectures may be audited.
3. The student must register as an audit prior to the deadlines set forth in the college Academic Bulletin.

9.10.5 TEACHING OUT

All students that are accepted and begin the Master of Science in Physician Assistant Studies Program at Union College will be aware that they are eligible to take the PANCE upon graduation. If Union College is unable to continue the program or it loses accreditation, no new students would be admitted into the program until accreditation is reinstated, and all current students would continue the MPAS program curriculum as designed until completion to ensure all students receive the educational opportunities required to meet all program competencies and graduation requirements as well as be eligible to take the PANCE. Union College is accredited by the HLC, and in the event of program closure, abides by the HLC “teach out” policies available on their website and would work closely with the HLC liaison to develop an appropriate teach out plan.
9.11 POLICY REVIEW FOR ACADEMIC STANDING

PA Program policies regarding academic standing concur with college-wide policies. Specific policies are briefly outlined below for situations unique to the PA student. Further information, including procedural actions, is available from the PA Program staff and college faculty.

Students in the Union College PA Program are required to maintain an acceptable GPA in order to progress in the program and thereby succeed in the profession. In order to ensure that students are making satisfactory progress toward graduation and to prevent accumulation of a large GPA deficit that will make it impossible for them to graduate, their academic progress will be systematically monitored throughout each semester by the course instructors, the program director, and the AAPC. Upon request of the program director, progress is also reviewed each grading period by the vice president for Academic Administration.

9.11.1 TERMINOLOGY

Academic Affairs and Progress Committee (AAPC)
The PA Program committee which applies program standards and procedures to each student’s overall academic performance and takes action in accordance with this policy.

Academic delay
Period of time needed to remediate a failed course/rotation.

Academic warning
An alert email issued to a student and his/her academic advisor to trigger more frequent consulting.

Deceleration
A term used to denote the loss of a student from his/her initial enrollment cohort, who remains matriculated in the PA Program.

Dismissal
Removal from the PA Program such that reapplication and readmission is necessary for a student to return.

Grade of Incomplete (“I”)
Temporary grade assigned when a student is unable (for non-academic reasons satisfactory to the instructor) to complete certain requirements of the course by the end of the current academic term.

Good academic standing
Academic status indicating that a student meets the current program retention requirements.

Probation
The failure to make satisfactory progress toward completing graduation requirements.

Program curriculum
Academic materials and assessments that comprise the didactic phase, didactic summative, clinical phase, and summative evaluation of the PA Program.

Progression
Advancement to the next term/semester of the PA Program.

Promotion
Advancement to the next phase of the PA Program.

Remediation
Specific corrective action for academic deficiencies identified through the PA Program’s assessment of individual performance within the program curriculum.

Satisfactory final course grade
An assessment of “C” (73%) or better in a letter-graded course or “CR” in a Credit/No Credit-graded course. In order to be promoted, a student must receive a grade of “C” or better or “CR” (credit) in all courses.

Suspension
Specified period of time that a student is ineligible, for academic or disciplinary reasons, to continue in the PA Program until he/she has met the terms outlined in the suspension letter.

Unsatisfactory final course grade
An assessment of “C-” (72%) or below in a letter-graded course or “NC” in a Credit/No Credit-graded course.
9.11.2 ACADEMIC PHASES OF TRAINING AND REQUIREMENTS

PA PROGRAM RETENTION STANDARDS
The Academic Affairs and Progress Committee (AAPC) monitors academic progress and notifies students about their status if they fail to meet the standards of performance required by the PA Program. The below standards must be met:
1. Each student must achieve a cumulative GPA of at least 3.00 in order to receive a Master of Physician Assistant Studies degree;
2. Students must complete all required courses with a grade of “C” (73%) or higher; and
3. Students must have complied with all college policies.

DIDACTIC PHASE
The didactic phase is composed of courses outlined in the program curriculum. Students are required to earn a satisfactory course grade to receive academic credit. Each course director determines and publishes in the course syllabus how the final grade will be calculated. Successful completion of all didactic courses and a cumulative GPA of at least 3.00 are required for promotion to the clinical phase or as approved by AAPC. A student who does not obtain a 3.00 cumulative GPA at the end of the didactic phase will be considered on a case-by-case basis by AAPC if they are able to progress to the clinical phase.

CLINICAL PHASE
The clinical phase is composed of courses outlined in the course of study. Students are required to earn a satisfactory course grade to receive academic credit. The clinical director determines and publishes in the course syllabus how the final grade will be calculated.

SUMMATIVE EVALUATION
The Summative Evaluation is composed of an assessment of the medical knowledge, interpersonal skills, patient care skills, and professionalism required to enter clinical practice. The Summative must occur within the final four months of the program, and the components are defined in the Clinical Year Guide. The student is required to pass the Summative Evaluation in order to graduate from the PA Program.

GRADUATION
Students will become eligible to graduate upon successful completion of the program curriculum, completing all required courses with a grade of “C” or higher, maintaining a cumulative GPA of 3.00 or higher, within forty-eight (48) months of matriculation, and passing the Summative Evaluation. A student on probation is not eligible to graduate until all deficiencies have been corrected and probation is removed.

TIMEFRAME FOR COMPLETION
Students who have matriculated into the PA Program will have a maximum of forty-eight (48) months to complete the requirements for a Master of Physician Assistant Studies degree, including any and all leaves of absence. Any student who does not finish within the required timeframe is dismissed from the PA Program.

9.11.3 ACADEMIC ACTIONS

9.11.3.1 ACADEMIC ADVISING
Student academic performance is continually tracked throughout enrollment in the program. Each student is assigned a faculty member as an academic advisor upon matriculation. The advisor assists with intellectual curiosity, critical analysis, self-reliance, trust, and awareness of one’s strengths and weaknesses.

Student Responsibilities
☐ Initiate meetings with the advisor at the beginning of each semester, and when needed throughout the semester.
☐ Set up a meeting with the advisor in case of any academic difficulty, interruption, or change in academic status.
☐ Draw on the advisor, in combination with the other college resources, to meet academic requirements and personal needs while enrolled in the program.
☐ Accountability for meeting graduation requirements is a personal responsibility of the student.

Advisor Responsibilities
☐ Retain accurate documentation of the advisee’s progress.
☐ Understand the curriculum and graduation-related college policies and requirements.
☐ Provide feedback regarding academic performance and progress.
☐ Review mid-term and final grades.
☐ Meet with advisee as needed.
☐ Assist the advisee in meeting educational, personal, and professional goals.
☐ Refer the advisee to resources as appropriate.

A request for a change of advisor requires a meeting with the program director prior to approval of the change. The program director will communicate any changes with the Union College Records office.
9.11 POLICY REVIEW FOR ACADEMIC STANDING CONTINUED

9.11.3.2 PROMOTION
The AAPC will approve for promotion all students who successfully complete the requirements for each phase of the PA Program.

9.11.3.3 WARNING

Academic Warning
Every course examination is graded by the course instructor; failing results (<73%) are submitted to the PA Program director, and an Early Alert will be issued from the program. This will require the student to meet with the course instructor* and advisor to discuss improvement in the course. This meeting may also be used to determine any special needs such as tutoring, study helps, personal counseling, or referral to the Teaching Learning Center (TLC). An academic warning will be issued if, at midterm, the student’s course average is <73%.

* The program director or student’s advisor may take the place of adjunct course instructors.

In addition, during the clinical portion of the program, academic warnings may be given in any of the following circumstances:
1) If clinical days missed do not match communication to the program requesting days off.

Non-academic Warning
During both didactic and clinical portions of the program, non-academic warnings may be given if a student receives a highly concerning professionalism evaluation (such as being “below expectations” in different areas; see section 9.1). Individually reported professionalism infractions may lead to non-academic warnings.

Process for Warning
A student will be notified in writing by the program director/AAPC chair if an academic or non-academic warning is issued. Copies of this letter will be provided to the student’s academic advisor and course instructor.

TIPS FOR NEW STUDENTS

“Use your time wisely by setting a timer for the task ahead of you, and don’t be distracted with your phone or social media during that time frame. Remember to take short breaks!”
Amy Grigore, Class of 2018

“Some days will feel like a marathon, other days more like a sprint. But, never lose sight of why you began this journey—you are here for a reason, and God is your strength.”
Krista Patefield, Class of 2020
9.11 POLICY REVIEW FOR ACADEMIC STANDING CONTINUED

9.11.3.4 PROBATION

Academic Probation
A cumulative GPA of less than 3.00 will result in the student being placed on probation by the AAPC. The student will enter remediation, as outlined below, and will remain on probation until a cumulative GPA of at least 3.00 has been achieved and the AAPC has reviewed the case at the next scheduled meeting.

Additionally, a PA student in the clinical portion of the program is placed on academic probation and reviewed by the AAPC at the next scheduled meeting in the following circumstance:
1) The student is unable to pass a clinical rotation written objective examination after the second attempt.

In addition a student may be placed on probation at the discretion of the AAPC if he/she receives a failing (<73%) clinical rotation preceptor evaluation grade, as assigned by the preceptor, indicating a student’s persistent, inadequate overall performance.

Process for Academic Probation
☐ Following an end-of-semester review by the AAPC, the student will be notified in writing by the chair of the AAPC if he/she is being placed on, continued on, or taken off of academic probation. Copies of this letter will be provided to the student’s academic advisor, the medical director, the program director, and the vice president for Academic Administration. The letter will also be placed in the student’s academic record. To support potential for academic success, students on probation may be required to complete an individual remediation plan, as directed by the AAPC (see full remediation policy in the next section).
☐ After final grades are issued each semester, the AAPC will review the student’s academic file to determine if the student should be removed from probation, given additional remedial measures, remain on probation, and/or be dismissed from the PA Program.
☐ If, after the first probationary semester, the student shows significant improvement but still has not achieved the required GPA or shows consistent subpar performance in the clinical year, academic probation may be continued for a total of two academic semesters. At the end of a total of two academic semesters, the student must either be eligible to return to good and regular standing (cumulative GPA 3.00 or greater, evidence of passing two consecutive clinical rotation objective examinations, or demonstration of exceptional progress in clinical rotations or in resolving the noted deficiencies), or must demonstrate strong potential as determined by the AAPC, and/or show evidence of significant progress to continue on or be removed from probation. Otherwise, the student will be recommended for suspension or dismissal, as determined by the AAPC.

Non-academic Probation
The decision of whether to place a student on non-academic probation requires the exercise of wisdom and judgment of the AAPC. A student will be placed on non-academic probation and referred to the AAPC in the following circumstances:
1) The student demonstrates unprofessional behavior toward any member of the educational team, including but not limited to the following: Course instructors, staff, clinical preceptors, clinical staff, financial aid officers, and Records office personnel.
2) The student questions or contacts a preceptor out of turn (e.g., to discuss an evaluation or confirm a rotation).
3) The student demonstrates a poor pattern of attendance or is absent from clinical rotations without prior approval.
4) The students fails to attend quarterly meeting functions.
5) The student requests days off from rotations from a preceptor/rotation site without prior approval from the clinical director.
6) The student fails to complete a quarterly examination without prior arrangement with the clinical director.

Process for Non-academic Probation
☐ A student will be notified in writing by the chair of the AAPC if he/she is being placed on or taken off of non-academic probation. Copies of this letter will be provided to the student’s academic advisor, the medical director, the program director, and the vice president for Academic Administration. The letter will also be placed in the student’s academic record.
☐ After final grades are issued each semester, the AAPC will review the student’s academic file to determine if the student should be removed from probation, given additional remedial measures, remain on probation, and/or be dismissed from the PA Program.
☐ Non-academic probation may be continued for a total of two academic semesters. At the end of a total of two academic semesters, the student must demonstrate strong potential as determined by the AAPC, and/or show evidence of significant progress to continue on or be removed from probation. Otherwise, the student will be recommended for suspension or dismissal, as determined by the AAPC.
9.11 POLICY REVIEW FOR ACADEMIC STANDING CONTINUED

9.11.3.5 DECELERATION
A student whose academic progress is delayed greater than three (3) months will, by definition, be decelerated and will graduate upon successful completion of the program curriculum. He/she will be offered the opportunity to participate in the graduation ceremony with the next cohort. A leave of absence greater than three (3) months in duration will lead to deceleration. There are no other prescriptive recommendations for deceleration.

9.11.3.6 SUSPENSION
Suspensions are utilized if the AAPC determines that additional time is necessary to facilitate the student’s long-term success in the PA Program. A PA student in the didactic portion of the program will be placed on suspension under any of the following circumstances:

1) An individual final PHAS course grade of C- or below.
2) Academic or non-academic probation for a maximum of two school semesters without progress toward resolution of the problem/deficiency.
3) Students who fail to achieve at least a 3.00 GPA at the time of graduation.

A PA student in the clinical portion of the program will be placed on suspension by the AAPC under any of the following circumstances, in addition to those listed above:

1) Repeated instances of confrontational or disrespectful behavior toward preceptors.
2) Persistent unexcused absences from clinical rotations.
3) Failure to pass the third attempt within any single rotation objective examination series.

Additionally, for both the didactic and clinical phases, exhibition of behavior unchanged by remedial activities may lead to suspension. There are circumstances in which an immediate decision must be made by the involved faculty member and/or the program director to suspend the student from attending courses or clinical experiences. Based on the discretion of the program director, the student may also be suspended or dismissed from the PA Program.

Process for Suspension
☐ A student will be notified in writing by the chair of the AAPC if he/she is being placed on suspension. Copies of this letter will be provided to the student’s academic advisor, the medical director, the program director, and the vice president for Academic Administration. The letter will also be placed in the student’s academic record.
☐ Students receiving a letter of suspension will be removed from the program, regardless of whether they choose to appeal; fees will be refunded in accordance with the Union College policy, as outlined in the Union Academic Bulletin.
☐ A “W” will be entered on the transcript for all graduate courses not completed.
☐ Following completion of individual remedial requirements during suspension, as determined by the AAPC, the AAPC will determine if reentry into the PA Program is allowed. Readmission after suspension is not guaranteed and requires a comprehensive and deliberate process of evaluation by both the student and the AAPC. As all PHAS courses are continuous and consecutive, building on the foundation of previous courses, readmission will be allowed no earlier than the following year, on a space-available basis. Readmission requests require substantial documentation of evidence that the cause of the suspension has been rectified.
☐ Requests for readmission after suspension should be made in writing to the program director, only after obtaining counsel from the AAPC to identify recommendations and/or requirements necessary to support readmission.
☐ Action on readmission requests is determined by the AAPC.
☐ Students who are suspended and then return to the program may be required to repeat some or all of the previous class work, as determined by the AAPC.
☐ Although someone returning to the PA Program may be required to repeat multiple courses or portions thereof, no PHAS course may be repeated more than once, and no more than one didactic course may be repeated due to unsatisfactory grades.
9.11 POLICY REVIEW FOR ACADEMIC STANDING CONTINUED

9.11.3.7 DISMISSAL

Dismissal means that the student will be asked to withdraw immediately from the PA Program without possibility of readmission at the same or previous level. The below circumstances may result in dismissal following decision by the AAPC:

1) Academic or non-academic probation for a maximum of two (2) school semesters without progress toward resolution of the problem/deficiency.

2) Exhibition of behavior unchanged by remedial activities. There are circumstances in which an immediate decision must be made by the involved faculty member and/or the program director to suspend the student from attending courses or clinical experiences. Based on the discretion of the program director, the student may also be suspended or dismissed from the PA Program.

3) Failure to follow or successfully complete remedial plan, as outlined by the AAPC, following the assignment of probation.

4) Violation of college policies, resulting in a dismissal decision by the AAPC.

5) Inability to pass the Summative Evaluation.

6) Failure to complete the program within forty-eight (48) months.

7) Illegal or unprofessional behavior. Illegal behavior in any form, and some categories of unprofessional behavior, are not tolerated and will result in disciplinary action including dismissal from the PA Program. A written record is kept on all proceedings and is filed with the Union College administration for ten years. Release of that information is at the discretion of Union College's legal counsel. Examples of these include, but are not limited to: Consumption of alcoholic beverages immediately prior to or during classes, labs, clinical experiences, or any Union College-sponsored event; any unwanted touching, patting, or other contact with another person; offensive language; possession of a firearm or other dangerous device on school property or at a clinical site; threatening behavior toward another person; obtaining personal information from a patient; purposefully misleading patients while providing care; cheating in any form (see section 9.13.2); falsely reporting or recording patient information; dishonesty or theft in any form; purposely breaching the confidentiality of patient information; deliberate misuse of prescription or other drugs for patients; misuse of prescription or other drugs personally.

Additionally, a report of any prior unprofessional behavior, such as may be discovered in the required criminal background check, may require an inquiry that could result in possible denial of admission to or dismissal from the PA Program.

Process for Dismissal

☐ The student will be notified verbally and in writing when dismissal is being considered for his/her status in the PA Program.

☐ The student has the right to present his/her perspective in writing and/or in person to the AAPC. The student also has the right to bring a support person (not legal counsel) when presenting his/her perspective.

☐ A decision regarding continuance or termination shall be communicated to the student verbally and in writing as soon as possible after the decision is made. When a student is dismissed or withdraws voluntarily from the PA Program, the program director will complete an Exit form.

9.11.4 REMEDIATION POLICY

9.11.4.1 INDIVIDUAL COURSE

The AAPC analyzes student performance on individual courses and formative exams to determine if remediation is needed. A student placed on non-academic or academic probation during the didactic or clinical phase of the program will be assigned an individual remediation plan by the AAPC focusing on individual deficiencies. As part of this plan, the following measures may be considered and implemented to assist students in improving their performance.

1) Participation in programs sponsored by the Teaching Learning Center (TLC). The TLC provides strategies for effective learning, such as preparation of a schedule for study and time management, training in study skills and test taking, and regular conferences with the course instructor and/or advisor. The TLC provides assistance when students experience academic difficulty.

   a) If a PA student is formally referred to the TLC, the advisor will complete a formal referral form that is also signed by the student. A copy of the signed referral form will be placed in the student’s academic file. The student must make an appointment with the TLC and have the referral form (provided by the faculty member) signed by the TLC employee to verify the appointment. The completed form is then brought back to the faculty member by the student and is placed in the student’s academic file (replacing the previous copy). If the student does not follow through with the formal referral and attend an appointment at the TLC, the faculty member will document with an incident report and place it in the student’s academic file.

2) Limit workload and amount of participation in extracurricular activities.

3) Test mentoring: The student is given an individually designed plan requiring additional study. The plan may include reading assignments, writing assignments, and/or personal counseling.

4) For students in the clinical portion of the program, two additional measures may be required.

   a) A period of self-development: Defined as a 4-week period without assigned clinical rotations. This period includes an individually designed course of study designed by the AAPC, which may include study skills, test-taking skills, and/or independent study and tutoring.

   b) Repeating a rotation.

Successful remediation will be determined by the AAPC and evident by removal of probation.
9.11 POLICY REVIEW FOR ACADEMIC STANDING CONTINUED

9.11.4 REMEDIATION POLICY CONTINUED

9.11.4.2 SUMMATIVE EVALUATION

A student who earns an unsatisfactory score, as defined in the syllabus, on any component of the assessment included in the summative will be required to retest the failed component. If the student fails the retest, then she/she fails the summative, and the student will be referred to the AAPC. The committee will determine individual remediation. If remediation is assigned, the student must pass outlined remediation measures, as determined by the AAPC. The AAPC reserves the right to enforce any and all actions they deem appropriate for a given case, up to and including deceleration and/or probation, suspension, or dismissal from the program.

9.11.5 APPEALS/GRIEVANCE PROCESS

Appeals of a program-related decision are processed in accordance with the Union grievance procedure, as outlined in the Union College Student Handbook. The policy is briefly introduced here; the complete policy should be reviewed prior to any action.

Union College follows the biblical admonition of Matthew 18:15-16 in matters of grievance. Students may, upon request, be granted a fair and impartial hearing when they believe that unjust action has been taken with regard to them. Students who believe they have been treated unjustly shall use the grievance policy and procedure outlined in the Union Academic Bulletin and Union Student Handbook.

9.12 POLICY REVIEW FOR ATTENDANCE

9.12.1 GENERAL POLICY

Because of the concentrated education provided in the PA Program, all courses, labs, and clinical experiences mandate attendance. Excused or unexcused absences create a difficult problem for the instructor and a serious deficit in the student’s body of knowledge. Repeated tardiness is a distraction for students and instructors and may result in grade adjustments at the discretion of the instructor. In some cases, this adjustment may result in a failing grade for the course.

9.12.2 EXCUSED ABSENTEEISM

Serious illness of the student or critical illness or death of an immediate family member are legitimate and unpreventable absences. While a specific response to any absence is up to the discretion of the instructor, every effort is made to provide the didactic student with equivalent instruction as far as is reasonably possible. It is the student’s responsibility to arrange for note taking or recording of a missed session. Excused absences from clinical rotations are determined by the clinical director; upon approval, students must notify the individual preceptor. Every situation requires individual attention. If illness prevents rotation attendance, the student must contact the preceptor and the clinical director (by phone or email) as soon as possible on the day of the absence, preferably before the beginning of clinic.

Students on clinical rotations who need time away for personal reasons (e.g., medical appointments or job interviews) must receive approval from the clinical director prior to the absence. Requests for rotation absence must include the student’s plan for making up the missed rotation time.
9.13 POLICY REVIEW FOR DISCIPLINARY PROCEDURES

9.13.2 COLLEGE DISCIPLINARY MEASURES

Additional and extensive disciplinary procedures are discussed in the Union College Academic Bulletin. Preventive measures which help students avoid serious disciplinary problems are preferred. When possible, counsel, advice, and minor restrictions are given by administrators, residence hall deans, and/or Deans’ Council before the need arises for more formal measures. Restrictions and other disciplinary actions are explained in detail in the Union Academic Bulletin and Union Student Handbook and should be reviewed by the student.

9.14 CHANGES TO PROGRAM REQUIREMENTS AND POLICIES

Program requirements and policies are subject to change at any time. PA students are notified in writing of any changes that affect them.
10.1 HOME AWAY FROM HOME

Some PA students are Lincoln natives while others are in town only for the duration of PA school. The following sections describe a variety of ways to feel more at home at Union College. For more specifics, such as where to find ice cream, camping, and bicycle shops, see the Union College Student Handbook.

10.1.1 CAMPUS LIFE

A wide variety of activities is available to the students to enjoy at Union College. Dramatic and musical events occur throughout the year, featuring nationally known artists as well as local faculty and students. The Larson Lifestyle Center (LLC) offers cost-free use of an Olympic-sized indoor swimming pool, weight room, and whirlpool. Outdoor tennis and sand volleyball courts are also associated with the LLC. PA students have especially enjoyed intramural team sports, which are available throughout the academic school year. Campus-wide social events are frequent and fun, with faculty, staff, and students able to share laughs and entertainment together. Local parks, such as Holmes Lake, Pioneers Park, and Mahoney State Park, are the sites of informal and organized college gatherings.

10.1.2 SPIRITUAL LIFE

The spiritual life of the student is nurtured through a variety of campus activities. Chapel services are held on most Tuesday mornings, and the PA Program course schedule is arranged to allow all faculty, staff, and students to regularly attend these times of worship. Friday evening Vespers, Week of Prayer meetings, spiritual growth groups, and Sabbath worship services are provided on the campus. These activities are not intended to replace private devotions of the student, but they enhance devotions by encouraging Christian fellowship and interaction.

There are eight Seventh-day Adventist churches in the greater Lincoln area: College View (4801 Prescott Avenue), Piedmont Park (4801 A Street), Allon Chapel (2301 Y Street), Capitol View (1640 A Street), Lincoln Hispanic (5701 SW 12th Street), Northside (1800 N. 73rd Street), New Creation Community (5620 S. Coddington Avenue), and Holland (22315 S. 96th Street, Holland, NE). Over 150 churches in Lincoln represent Baptist, Catholic, Episcopal, Lutheran, Methodist, Presbyterian, and many other Christian faiths, as well as Jewish temples and a Muslim mosque.

10.1.3 LINCOLN LIFE

The city of Lincoln provides many opportunities for shopping, dining, entertainment, and recreation. South Pointe Pavilions (27th and Pine Lake) is an outdoor mall offering a wide variety of retailers and eating establishments. Gateway Mall, at 61st and ‘O’, is an indoor shopping mall with a mix of department stores and specialty shops, as well as a food court. The Haymarket, a popular downtown district around 7th and ‘P’ Streets, has a mix of arts and entertainment, local eateries, shopping, and special events. The Lincoln Children’s Zoo (1222 S. 27th Street) is a fun place for families with small children, as well as those who are kids at heart. The Sunken Gardens and Hamann Rose Garden (at 27th and Normal) feature beautifully manicured gardens, koi ponds, and water features. The Lincoln Parks and Recreation Department oversees 6,000 acres of parks and natural land, seven recreation centers, ten public pools, five city golf courses, and over 131 miles of hard surface and crushed rock trails (as well as many miles of hiker/biker trails found inside parks).
10.2 THE JOHN KERBS PA STUDENT SOCIETY

In 1992, the vision of one man was rooted in prayer and the counsel of his advisors. Union College had demonstrated unique strength in its health science programs, laying a foundation for further opportunities. Various health care professions were considered, but by 1994, the College President’s Council regularly discussed the possibility of a PA program.

John Kerbs, Ed.D., president of Union College from 1991 to 1998, demonstrated his bold leadership by staying firmly committed to fully exploring every avenue of the PA profession, and by consulting with PA educators, PAs and physicians across the country, national accreditation bodies, and government legislators. He remained convinced that PAs were significantly contributing to improved health care in our society and that a professional program would perfectly fit the ideas of Christ-honoring service to mankind as espoused by Union. He presented the concept to the Union Board of Trustees in November of 1994, and a consensus was reached to formally investigate the feasibility of beginning such a program.

The challenge had only begun. Dr. Kerbs and his staff recruited faculty, raised substantial financial support, and gave oversight to the developing curriculum. Dr. Kerbs was steadfast in his belief that the PA program was a part of God’s design for Union College. The PA Advisory Committee he chaired unequivocally recommitted itself to the goal of the PA program. At an assembly of the entire Union College faculty and staff, Dr. Kerbs led the group to kneel together at their seats in fervent prayer for the program.

In the summer of 1997, the PA Program hosted the accreditation team, and in October of that year, Union College was officially informed that it had received national accreditation. Dr. Kerbs was quick to give God the glory for this achievement and continued to emphasize the desire for the program to represent the highest caliber of Christian medical education.

In honor of Dr. Kerbs’ commitment to the PA Program, the inaugural class of Union College PA students created a campus student organization named the “John Kerbs PA Student Society” (JKS).

Dr. Kerbs retired from Union College in 1998, and passed away suddenly in April 1999. He is survived by his wife Nancy; two sons, Jim and Jeff; and five grandchildren.
LIFE AFTER UNION COLLEGE

11.1 THIRD-PARTY CERTIFICATION

Students who successfully complete the PA Program will need to pass the national certification exam (PANCE) in order to become a PA-C, as well as obtain licensure in the states where they wish to practice. Each of these processes is governed by third-party agencies; requirements are subject to change without notice to Union College. Union College does not guarantee third-party certification or licensure.

11.2 ADDRESS UPDATES

After completing the program, students may submit changes in mailing or email address to the program data manager (terri.bartzatt@ucollege.edu).

11.3 EMPLOYMENT INFORMATION

For those who have accepted positions during the clinical year, information about that employment will be collected at the fourth quarterly meeting. After graduation, changes in employment address (mailing or email) should be communicated to the program data manager (terri.bartzatt@ucollege.edu). To aid graduates who are in search of employment, emails will be sent out by the program with updates on open positions nationwide.

11.4 PRECEPTORSHIPS AND SHADOWING

PAs value team work and understand the role each PA plays in educating future generations; upon graduation, each Union College PA student becomes a member of this amazing community of health care providers. Alumni may recall having Union College PA graduates as preceptors during the clinical rotation year; most students agree that these preceptors have some of the highest expectations of students but that they are also the most caring and demonstrate a genuine interest in the success of the person. Union College PA alumni, particularly those working in the greater Lincoln area, also give back to the program by offering shadowing experiences to current and prospective students. Both roles are vital to the education process.

Graduates are encouraged to join the ranks of former students who offer preceptorships and shadowing opportunities for the program. To do so, graduates should contact the clinical director or any member of the PA team about participating.
1 Everett Dick Administration Building
   Campus Safety (Basement)
   Administrative Offices (1st floor)
   Division of Business and Comp Sci (3rd floor)
   Division of Human Development (4th floor)
   Division of Humanities (4th floor)
   Division of Religion (4th floor)
   Enrollment (5th floor)
   Student Financial Services (6th floor)
2 Ortner Center
   Campus Welcome Center
   Culver Hall—Men's Residence
   Lang Conference and Guest Center
   McClelland Art Gallery
   Tribute Terrace
   Union Market Dining Services
3 Gymnasium (Thunderdome)
4 Prescott Hall—Men's Residence
5 Don Love Building South
   International Rescue and Relief
   Occupational Therapy Assistant Program
   Physician Assistant Program
6 Don Love Building North
   Atrium
   Campus Store and Mail Room
   Career Center
   Ella Johnson Crandall Memorial Library
   Plant Services
   Student Center
   Teaching Learning Center
   Woods Auditorium
7 Krueger Center
   Division of Science and Mathematics
8 Rees Hall—Women's Residence
9 George Stone School
10 Campus Health
11 Engel Hall
   Division of Fine Arts
12 Carnegie Building
   Integrated Marketing Communications
   Public Relations
13 College View Church
14 AdventSource
15 Cooper Place—Housing
16 Tennis Courts
17 Larson Lifestyle Center
   Division of Nursing
   Health and Human Performance
18 College View Academy and Gym
19 College View Academy Elementary
20 Parking
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