TRINE UNIVERSITY

COLLEGE OF HEALTH PROFESSIONS

Master of Physician Assistant Studies Program

Student Handbook

2023-2024

Mission

The Master of Physician Assistant Studies program at Trine University will provide an outstanding educational experience that produces PA graduates capable of delivering safe, appropriate, effective, and cost-efficient medical care in a variety of clinical settings, while also preparing them to succeed, lead, and serve.

The University reserves the right to change and to make exceptions to the provisions of this handbook at any time and to apply any change or to make an exception applicable to any student without regard to date of admission application or date of enrollment. This handbook is neither a contract nor an offer to enter into a contract.

Accreditation: MPAS Trine website

Approved by:	Date:
MPAS Program Faculty	08/09/2023
Director of Accreditation & Compliance	08/30/2023
Dean, College of Health Professions	08/31/2023

Contents

1.0 WELCOME

College of Health Professions

"There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning." ~~ Jiddu Krishnamurti

Image credit: jakkaje808 via Canva.com

The MPAS Program faculty are delighted and honored that you chose Trine University for your graduate school! We are very excited to be a part of your transition from student to professional. During the next seven semesters you will be concentrating on learning the knowledge and skills that are the foundation of our practice – physician assistant studies.

This is one of the most memorable times of your life – grad school!   You made it! You are now individuals carving your own paths and we as the faculty of the MPAS Program are here to help guide you on those paths. We are here to support you on your track to becoming a physician assistant.

There will be many 'most important' things for you to remember, but this one is 'essential;' don't memorize the information that you are presented in your classes and practicums, you need to learn the information. Step one is understanding the information, and step two is application of the information. Both of these steps will move you forward on the path to being an excellent PA!

Your coursework at Trine University for the MPAS Program is designed to prepare you to succeed, lead and serve the community and the physician assistant (PA) profession. The MPAS Program will be the beginning of a lifelong journey in the pursuit of knowledge, professional development, and personal growth.

You are entering an incredibly dynamic field. Always be prepared to discuss and share your opinion on current issues confronting physician assistants. Everyone's viewpoint is valued and respected.

It is my pleasure to welcome you to the MPAS Program at Trine University. I sincerely hope that your time with us is filled with wonderful memories, a strong desire for life-long learning and a profound dedication to serving as health care professionals.

Charles L Copeland PAC
_____
Charles Copeland, MPAS, PA-C,
Program Director

Charles Copeland, PA-C
Master of Physician Assistant Studies Program

2.0 PROGRAM INFORMATION

2.1 About the MPAS Program

The Master of Physician Assistant Studies Program at Trine University is a seven-semester program designed to prepare students to succeed, lead and serve the community and the physician assistant (PA) profession. The MPAS Program will be the beginning of a lifelong journey in the pursuit of knowledge, professional development, and personal growth. The program is also committed to maintaining the highest moral and ethical standards.

The Trine University MPAS Program provides students with an unparalleled experience. The program is located in the growing Trine University Fort Wayne College of Health Professions on the Parkview Hospital Randallia campus in Fort Wayne, Indiana.

Program highlights
- State-of-the-art Clinical Skills Laboratory and top-of-the-line classroom technology
- Dedicated and passionate faculty
- Seven-semester curriculum with 4 semesters didactic and 3 semesters clinical
- Partnerships with Lutheran and Parkview health systems and member of the Fort Wayne Area Interprofessional Education Consortium for Graduate Health Care Education

Additional information can be found on our Frequently Asked Questions page.

2.2 History

| Trine MPAS Class of 2020 | Trine MPAS Class of 2021 | Trine MPAS Class of 2022 |

2.2.1 Trine University
Trine University was founded as Tri-State Normal College by the residents of Angola, Ind., and the Commerce Building — now known as Taylor Hall — is constructed as the College's first facility. To learn more, visit the Trine University History and Tradition webpage.

2.2.2 Master of Physician Assistant Studies Program
The Trine University Master of Physician Assistant Studies program admitted its first cohort of students in the fall semester 2018 following its initial (provisional) accreditation by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) in March 2018. The program's current accreditation status is described in section 2.6. The program has graduated three cohorts who are featured in the captioned photos in the Trine University MPAS Program Classbook. Links to employment profiles are included where available.

2.3 Principal Faculty and Staff

Charles Copeland, MPAS, PA-C
Program Director
Associate Professor
260-702-8017
copelandc@trine.edu
MS - Physician Assistant Program - U.S. Army Medical Department Center and School
BS - Physician Assistant Program, U.S. Army Medical Department Center and School
BS - Engineering, Purdue University
Profile

Emilio de Jesus Vazquez, M.D., FAAFP
Medical Director
Associate Professor
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MD - University of Maryland School of Medicine
BS - George Washington University
Profile

Tyann Billman, MPAS, PA-C
Director of Academic Education
Assistant Professor
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MMed – Physician Assistant Studies, Western Michigan University
BS – Cell Molecular Biology, University of Washington
Profile

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Director of Clinical Education
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MMS - Lincoln Memorial University, TN
BS - Indiana State University
Profile

Brian Lapp, DMSc, PA-C
Assistant Professor
260-702-8066
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DMSc – University of Lynchburg
MS – Physician Assistant, Western Michigan University
MS – Exercise and Health Studies, Miami University
BA – Physical Education, Wittenberg University
Profile

Christopher Carlin, EdD, PA-C
Associate Professor
carlinc@trine.edu
260-702-8054
EdD - University of New England
MDiv - St. Bernard's School of Theology and Ministry
BS - Tuoro College, NY
BA - St. John Fisher College, NY
Profile

Jenna Waterman, MPAS, PA-C
Assistant Professor
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260-702-8052
MPAS - Kettering College
BS - Biology and Exercise Science, University of Mount Union
Profile

Jill Trosper
Director of Clinical Education
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Holly Redding
Administrative Assistant
260-702-8060
reddingh@trine.edu

https://www.trine.edu/academics/majors-degrees/graduate/master-physician-assistant-studies/about.aspx

2.4 Program Contact Information

Mailing/Physical Address
Master of Physician Assistant Studies Program
College of Health Professions
Trine University
1819 Carew Street
Fort Wayne, IN 46805

General Contact Information
Phone: 260.702.8055
Fax: 260.702.8020
Email: pa@trine.edu

https://www.trine.edu/academics/majors-degrees/graduate/master-physician-assistant-studies/faculty.aspx

2.5 Accreditation Status - Trine University

Trine University is accredited by the Higher Learning Commission, a regional accreditation agency recognized by the U.S. Department of Education.

2.6 Accreditation Status – MPAS Program

The Trine University Master of Physician Assistant Studies (MPAS) program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), a regional accreditation agency recognized by the U.S. Department of Education.

At its **2023M** meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the **Trine University Master of Physician Assistant Studies Program** sponsored by **Trine University** on **Accreditation-Probation** status until its next review in **2025M**.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the *Standards* or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at https://www.arc-pa.org/accreditation-history-trine-university/.

2.6.1 Filing a Complaint about the Program to ARC-PA

Physician assistant studies education programs in the United States are accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), which works in conjunction with the American Academy of PAs (AAPA) to maintain the standards of the profession. Students, parents, patients, faculty, and other stakeholders may submit a complaint regarding the Trine University MPAS Program to the ARC-PA which has a mechanism to consider formal complaints about PA education programs that allege a program is not in compliance with one or more of ARC-PA's evaluative criteria or has violated any of its expectations related to academic integrity.

The ARC-PA will:
- Investigate complaints regarding a MPAS Program only if the complaint contains facts or allegations that, if substantiated, may indicate that the program is not following established ARC-PA policies or does not comply with the Standards
- Only consider written and signed complaints
- Not take any action based on an anonymous complaint
- Handle all investigations confidentially
- Not intervene on behalf of an individual complainant regarding program or institutional issues
- Not mediate or determine the results of disputes between students or faculty and the PA program or institution; this must be handled at the University level

Concerns may be sent by mail to the attention of the Executive Director, ARC-PA at:

Accreditation Review Commission on Education for the Physician Assistant, Inc.
Attention: Executive Director
3325 Paddocks Parkway
Suite 345
Suwanee, Georgia 30024

Alternatively, a complaint can be sent by email to the Executive Director.

For further information, visit http://www.arc-pa.org/wp-content/uploads/2020/06/Concerns-about-Program-Compliance-with-Policies-or-Standards.pdf.

2.7 Mission and Vision

In support of the University's mission and vision and the College of Health Profession's mission and vision, the Master of Physician Assistant Studies program further defines the commitment to excellence. **(A2.05a, B1.01)**

	Mission	**Vision**
Trine University	Trine University promotes intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead and serve.	Trine University will be recognized as a premier private university, characterized as engaged, dynamic, growing and adding value.
College of Health Professions	The College of Health Professions at Trine University, by providing high quality, professionally focused and formative undergraduate and graduate science learning opportunities, enables its students, graduates and faculty to make a positive impact on the community through service, leadership, and scholarship.	The College of Health Professions at Trine University will be recognized as a premier provider of undergraduate and graduate science education, adding value to the lives of its graduates and community.
Master of Physician Assistant Studies	The Master of Physician Assistant Studies (MPAS) program at Trine University will provide an outstanding educational experience that produces PA graduates capable of delivering safe, appropriate, effective, and cost-efficient medical care in a variety of clinical settings, while also preparing them to succeed, lead, and serve.	The Master of Physician Assistant Studies (MPAS) program at Trine University will provide a dynamic and engaging medical education to students using a combination of traditional and case-based learning experiences with emphases on professionalism, interprofessional collaborative practice, and safe, appropriate, effective, and cost-efficient medical care.

The program's mission and vision statements are posted online at:
https://www.trine.edu/academics/majors-degrees/graduate/master-physician-assistant-studies/goals.aspx

2.8 Organizational Chart

Appendix 1 Organizational Chart MPAS Program

3.0 PROGRAM ASSESSMENT

3.1 Assessment Process

The assessment process at Trine University is designed to measure, as outlined in Standard C1.01 the _Accreditation Standards for Physician Assistant Education_© Fifth edition:

   a. administrative aspects of the program and institutional resources
   b. effectiveness of the didactic curriculum
   c. effectiveness of the clinical curriculum
   d. preparation of graduates to achieve program defined competencies
   e. PANCE performance
   f. sufficiency and effectiveness of principal and instructional faculty and staff
   g. success in meeting the program's goals

Academic assessment measures abilities and knowledge of students graduating from all degree programs. Program assessment includes measures student satisfaction with the program. Current and graduated students may be asked to reply to surveys or questionnaires that rate the quality of instruction, the level of satisfaction with career preparation, and the overall satisfaction of the Trine experience. Occasionally, anonymous samples of student course work will be used in an assessment process.

Use of this information is vital to our program for academic credentialing with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Trine University is committed to providing quality educational experiences for our students. The information gathered through the assessment process provides information for continual improvement of our program.

3.2 Program Goals

The Trine University MPAS Program aspires to meet the following goals (C1.01g):

1. Recruit, matriculate, and support highly qualified and diverse student body.
2. Promote a culture of diversity, equity, and inclusion for students, faculty, and staff.
3. Provide student clinical education opportunities that prepare them to practice and serve in diverse settings and medically underserved populations.
4. Prepare graduates with the knowledge, skills, and attitudes needed to be integral members of an interprofessional healthcare team.

https://www.trine.edu/academics/majors-degrees/graduate/master-physician-assistant-studies/goals.aspx

Success of the Trine University MPAS Program meeting its goals.

3.3 Student Role in Assessment

The MPAS Program values the input of its students. The MPAS Program Committee of the Whole has set aside meeting time for up to three student representatives to:

*   Present concerns and convey questions from the student body
*   Share updates on activities (in process, planned, ongoing, and completed)
*   Present requests for support in terms of financial, human, or other resources

Students are asked to provide input and/or feedback, share observations/perceptions on matters of relevance to the student body and/or program, and provide data for program assessment. The PA student governing body is asked to maintain records of student activities including community and professional service, scholarship outside of required coursework (e.g., conference posters/presentations, publication, etc.), and professional and leadership

development. Student representatives can liaison with faculty chair of the Student Life Committee.

Students may also be asked to serve on committees/task forces, including those for the College and University, as the need arises.

3.4 Alumni Role in Assessment

Graduated students may be asked to participate in post-graduation assessments. A pre-graduation Exit Survey will collect contact information and poll graduating students on their employment prospects. A request for an update on employment status may be requested post-graduation.

3.5 Other Assessments

See also 4.2 Technical Standards, 5.3 Program Competencies (Learning Outcomes), 5.7 Summative Evaluation, 5.11.1 Graduation Audit, and 10.2 Clinical Phase Assessment.

4.0 MPAS PROGRAM POLICIES - ADMINISTRATIVE ASPECTS

The MPAS Program policies apply to all students regardless of location with the rare exception at a clinical site in which a signed clinical affiliation agreement may have policies that supersede those of the program. The program orients its students to program policies during the new student orientation and to clinical policies at the clinical phase orientation.

4.1 Admissions Policies and Practices

The MPAS Program at Trine University has established the following admissions policies and practices:

4.1.1 Admissions Process

Application to the MPAS Program is available through CASPA login the Centralized Application Service for Physician Assistants. Prospective students are expected to submit their application online along with other documentation as noted.

All applications are reviewed by faculty and decisions are conveyed to the applicant in writing under the signature of the Admissions Committee. Admit letters are signed by the Program Director. Additional information can be found on the MPAS Admission Requirements and MPAS Frequently Asked Questions webpages.

4.1.2 Admissions Support

The MPAS Program is supported by an admissions specialist who recruits students for Trine University's College of Health Professions and tracks their information and documents throughout the initial admissions process. Mr. Lloyd acts as a liaison between the main campus and Fort Wayne admissions office. In his role, he also oversees any group visits or individual visits to the College of Health Professions.

Aaron Lloyd
Assistant Director of CHP Recruitment Admissions
lloyda@trine.edu
260-800-8109
1819 Carew St, Fort Wayne, IN 46805

4.2 Technical Standards

Accreditation Standards for Physician Assistant Education© requires publication of non-academic requirements for participation in an educational program or activity. These requirements include technical standards, defined by the Accreditation Manual for Entry Level Physician Assistant Program© as the "physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the curriculum and for entry into the profession." (A3.13e)

4.2.1 Student Compliance with Technical Standards

The MPAS Program at Trine University prepares PAs to serve as healthcare providers in a multitude of medical settings. This program is a complex and intensive course of study that places specific demands on students that closely resemble the physical and intellectual challenges graduates of the program will encounter as practicing PAs. In order to function as clinical physician assistants, individuals must be able to meet certain physical, emotional, intellectual, and communication expectations for performance. This program is designed to prepare students to be entry-level PAs.

The purpose of technical standards is to delineate the psychomotor, cognitive and affective skills and abilities deemed essential for matriculation into, continuation in and graduation from the educational program. Technical standards are necessary to create specific expectations for student performance in the classroom, laboratory and clinical education environments. Students are to familiarize themselves with these essential functions and determine whether or not they are able to perform the specified tasks. Technical standards must be met with or without reasonable accommodations consistent with The Americans with Disability Act, Section 504 of the Rehabilitation Act of 1973. Details and contact information can be found in Trine University Course Catalog Title IX Notice of Non-Discrimination.

Applicants able to meet these standards must sign a form indicating compliance during the enrollment process. Students enrolled in the program must continue to meet Technical Standards, with or without reasonable accommodations consistent with The Americans with Disability Act, Section 504 of the Rehabilitation Act of 1973, throughout the program. Students not meeting this requirement will be referred to the Student Success Committee (SSC) for further action.

4.2.2 Technical Standards Domains and Aptitudes

The MPAS Program at Trine University has established the following technical standards required for admission into and graduation from the program:

4.2.2.1 Psychomotor Skills

An individual must possess the gross and fine motor skills needed to meet the responsibilities of an MPAS student in a wide variety of educational and clinical settings. Specific aptitudes include:

- Able to perform the motor movements required to provide general and emergency care to all patients. These demands include reasonable endurance, strength, equilibrium, and precision
- Have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, diagnostic maneuvers, and procedures in a safe and effective manner
- Able to sit, stand, and move within classroom, laboratory, examination rooms, treatment rooms, and operating rooms for long periods of time
- Have sufficient coordination to move about patient care environments, and sufficient dexterity to use common medical instruments
- Able to arrange for transportation between educational and clinical settings

4.2.2.2 Observation

Observation, an essential component of evaluation and assessment for a MPAS student, requires:

- Functional use of vision, hearing and somatic sensation including the ability to perceive position, pressure, movement, weight, and vibration
- The ability to demonstrate the following observational skills: examination of non-verbal patient and family communication, skin integrity, radiographic findings, graphic representations of data, changes in body position/movement, gauges on medical instruments, and to perform inspection, auscultation and palpation techniques during the physical examination
- The ability to, in the classroom, independently observe and participate in laboratory dissection of cadavers, the microscopic analysis of tissues, and lecture and laboratory demonstrations in all courses

4.2.2.3 Communication

The MPAS student must demonstrate effective and sensitive verbal, non-verbal, and written forms of communication in order to:

- Elicit information
- Describe changes in mood, activity, and posture
- Assess non-verbal communications
- Effectively and efficiently transmit information to patients, fellow students, faculty and staff, and all members of the health care team in an attentive and sensitive manner

4.2.2.4 Intellectual, Conceptual, and Integrative Abilities

To effectively solve problems, a MPAS student must demonstrate the ability to:

- Measure, calculate, reason, analyze, integrate, and synthesize information in a timely manner
- Comprehend three-dimensional relationships and understand the spatial relationships of structures
- Synthesize knowledge and integrate relevant aspects of the patient history and examination findings
- Understand diagnostic testing and treatment regimens in order to develop an accurate diagnosis
- Determine an effective treatment plan within reasonable time constraints imposed by the needs of the patient, the facility, and the standards of care

4.2.2.5 Affective, Behavioral, and Social Capabilities

An MPAS student must possess empathy, compassion, integrity, honesty, concern for others, good interpersonal skills, interest, commitment, and motivation. A student must possess adequate mental and emotional health necessary for:

- The full utilization of his/her intellectual abilities
- The exercise of good judgment
- Academic honesty
- Maintenance of patient confidentiality
- The prompt completion of all responsibilities that are attendant to the care of patients and course assignments
- The development of mature, sensitive, and effective relationships with patients and others.
- Tolerating taxing workloads
- Functioning effectively under stress
- Adapting to changing environments

- Displaying flexibility
- Learn to function in the face of uncertainties inherent in clinical situations
- Accept and reflect upon appropriate suggestions and criticisms and, if necessary, respond by modifying personal behaviors
- Conduct him/herself at all times in a manner consistent with the American Academy of Physician Assistants "Guidelines for Ethical Conduct of the Physician Assistant Profession" (See also Appendix 2)

Students will be evaluated on compliance by use of Preceptor Evaluations, Faculty Observation and other means as determined on a case-by-case basis by the program.

4.3 Enrollment

To be qualified for enrollment in the Trine University MPAS Program, candidates must be able to meet both our Academic Standards and Technical Standards, with or without reasonable accommodation as described in *Student Compliance with Technical Standards*.

4.3.1 Enrollment Process

Students admitted to the Trine University MPAS Program are responsible for following appropriate enrollment procedures and deadlines. The program's administrative assistant handles student registration and provides oversight for the enrollment process, ensuring compliance with requirements and maintenance of accurate and complete student records and files.

4.3.2 Enrollment Requirements

All students admitted to the Trine University MPAS Program must complete a series of steps to complete the enrollment process. The following are required:

4.3.3 Substance Abuse Testing

The Trine University MPAS Program requires students to consent to and pass a substance abuse test, in the form of a 10-panel drug screen, prior to admission and a recheck prior to beginning clinical rotations. The MPAS Program will inform students of locations that offer these services in close proximity to the Trine University Carew Street location, as well as their respective costs. The student incurs this expense. Students may need to undergo further substance abuse testing at least every 12 months or as required by the healthcare facility. The MPAS Program will not allow students, who do not complete or do not pass a drug test as required by these facilities, to participate in experiential education activities at the facility. Such students may also face sanctions, including possible dismissal from the program.

4.3.4 Background Check

The Trine University MPAS Program requires all incoming PA students to submit to and receive a criminal background check as a condition of initial and ongoing enrollment. The program provides instructions for obtaining the initial background screening to students at the time of enrollment. Students incur the expense of initial screenings. The background check consists of the following screens: criminal records search, identity tools, governmental registries search, and a smart scan. Both the student and the program will receive the results of the background check.

The background check:
1. Promotes and protects patient/client safety, as well as the well-being of the campus community.
2. Complies with the mandates of clinical sites that require student background checks as a condition of their written contracts (affiliation agreements) with the Trine University MPAS Program as stipulated by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO).
3. Promotes early self-identification of students at risk for not meeting clinical requirements and PA licensure eligibility requirements in some states.
   a. Students with an identified history of criminal activity risk not successfully completing the required clinical education requirements of the MPAS Program (required for successful completion of all clinical experiences to graduate).
   b. To ensure the eligibility of a student with a history of a felony conviction for sitting for the PA Certification exam, the at-risk student will need to seek clarifying information directly from the National Commission on Certification of Physician Assistants (NCCPA) and the state licensing board* in which s/he wishes to practice.

* As PA practice laws vary from state to state, it becomes the student's responsibility to know the laws of individual states regarding policies associated with the awarding of a PA license; the at-risk student may need to petition the NCCPA and state licensure agency to request a declaratory order/opinion from the licensure agency. The at-risk student must obtain clarification and eligibility prior to acceptance into the program.

The MPAS Program maintains strict confidentiality related to all information gathered in the process of criminal background checks. Students will give written permission to release the information as required by the clinical site. The program will place copies of these documents in the student's clinical education file. The program will communicate issues with the background check to the student. Failure to submit these documents on time could result in sanctions including denying matriculation into or dismissal from the MPAS Program.

If a background check identifies a history of criminal behavior, the MPAS Program may prohibit the student from matriculation into the program or participation in clinical education courses.

The Director of Clinical Education and the Program Director and/or other University administrative personnel as well as the clinical site will evaluate cases on an individual basis. Clinical sites have the right to refuse placement to any student possessing a history of criminal activity. The program can deny a student admission to the MPAS Program or dismiss him/her from the program based on clinical placement difficulties.

Students will be required to have a background recheck and another drug screen at the end of the didactic year before the clinical year starts. The student incurs the expenses related to the procurement of both background screenings and/or any additional screening as required by clinical sites or the Program.

4.3.5 Enrollment Fees
Upon acceptance to the program, the candidate is required to remit $1,000 deposit to secure their place in the incoming class. This fee is non-refundable. However, this fee is applied to the student's tuition and is not in addition to the tuition due.

All expenses incurred as part of the enrollment process are the responsibility of the student. These include:
- Obtaining a physical
- Necessary laboratory tests
- Immunizations
- Additional health requirements

4.3.5.1 MPAS Program Tuition and Fees
Current tuition and fees (A3.12f) are published on the MPAS Program website. In addition to the tuition, fees paid each semester cover technology, supplies, subscriptions, and books. Students incur costs for any lost or damaged materials. Students also incur expenses beyond typical cohort costs such as, but not limited to tutoring, additional drug screens, or personal medical costs. Additional expenses outside of tuition and fees may occur. Students have access to their subscriptions up to graduation.

4.3.5.2 Payment of Educational Costs
The Office of Student Accounts processes tuition billing, payments and student refunds. MPAS students are charged a specific price each semester based on their program. Payment of tuition and fees are due at the Business Office on the date indicated on the student's bill, by the start of the semester. A payment portal can be accessed online using your student ID number. University policy does not permit students with outstanding financial obligations to register for any subsequent semester or receive a transcript or diploma until s/he fulfill the obligation. The University will assess late fees for students owing a balance. Students incur costs for collection and/or attorney costs if such efforts should become necessary.

Payment options and due dates are posted on the Trine website. For questions, visit the Business Office FAQ page or contact businessoffice@trine.edu or 1-800- 347-4878 option 4.

Enrolled students are required to read and sign the Student Financial Responsibility Policy located in Appendix 3.

4.3.5.3 Trine University Financial Aid
Financial aid information can be found in Trine University Course Catalog Financial Aid. Please refer to the handbook for guidance on financial responsibility.

4.3.5.4 Tuition Refund Schedule
See the Trine University Course Catalog Tuition and Fees 2.15 Student Accounts Withdrawal/Drop Schedule
Refunds of tuition, room, and board due to withdrawal/drop are determined by the schedule located on the Business Office website https://www.trine.edu/resources/business-office/pay-a-bill.aspx. (A1.02k)
- Semester Week 1: 100%
- Semester Weeks 2 and 3: 50%
- Semester Week 4 and beyond: 0%

4.4 Confidentiality of Information – Student Records (A3.18, A3.19)

Trine University and the MPAS Program handle all student educational records, and personally identifiable information contained therein, in accordance with the Family Educational Rights and Privacy Act (FERPA). Further information can be found in the Trine University Course Catalog Academic Record and Transcripts.

4.4.1 Confidentiality, Access, and Retention

Students have access to the release of information from student academic records (FERPA) in the Trine University Course Catalog Release of Student Information - FERPA. The Registrar will maintain information regarding a student's academic record. While a student at Trine University, an unofficial transcript can be requested through MyPortal. Following graduation, this request would be made through the Registrar. The academic record for each student is currently kept for a minimum of 10 years.

4.4.2 Release of Student Information

To ensure compliance with the federal government's Family Education Rights and Privacy Act (FERPA), Trine University has policy and procedures that govern the release of information from student academic records. Refer to the Trine University Course Catalog Release of Student Information - FERPA . Students will need to sign a release for dissemination of immunization records as required by clinical sites.

The Trine University MPAS Program also releases student photos and short biographies of students for faculty and preceptor/clinical site use. The photo is a "head shot." Biosketch information, primarily authored by the MPAS student, includes items such as, but not limited to, previous education and prior work/volunteer service. MPAS students will also sign for this release.

4.4.3 Storage and Security

The MPAS Program Director is responsible for ensuring the security (A1.08, A3.17, A3.19) of the records maintained by the program. The MPAS Program will maintain electronic and hard copy files during the time the student is enrolled in the program. These files are kept in a locked file cabinet. Once graduated, the student record is transferred to an electronic storage file for a minimum of 10 years. Records that are stored in MPAS student files documents:

- that the student has met published admission criteria including advanced placement if awarded for undergraduate coursework for statistics and psychology
- that the student has met institution and program health screening and immunization requirements
- student performance while enrolled
- remediation efforts and outcomes
- summaries of any formal academic/behavioral disciplinary action taken against a student
- that the student has met requirements for program completion
- transcripts are kept permanently by the registrar

Student health records are confidential and are not accessible to or reviewed by the program, principal or instructional faculty or staff except for immunization and screening results, which may be maintained and released with written permission from the student.

4.4.4 Lost Records/Program Materials Replacement

As professionals, the Trine University MPAS Program expects its students to maintain copies of their proof of records such as immunizations, HIPPA, OSHA, CPR, ACLS and other documents in order to provide them as requested by clinical sites. The PA Program will assess a fee for providing duplicates of the records (cost depending upon extent of records/search) or replacing lost program provided materials (examples: nametags, keys, printed comprehensive syllabi).

4.4.5 Student Information Form

The MPAS Program requires every student to provide and update a demographic information form for program files. The program provides the form to the incoming class during orientation. The student must notify the program's Administrative Assistant of any changes.

4.5 Confidentiality of Information – Health-Related Data

Students enrolled in the Trine University MPAS Program have a legal and ethical responsibility to safeguard the privacy of all patients and protect confidentiality and security of all health information. Protecting the confidentiality of patient information means protecting it from unauthorized use or disclosure in any format including oral/verbal, fax, written, or electronic/computer. Patient confidentiality is a central obligation of patient care. Any breaches in patient confidentiality or privacy may result in disciplinary action, up to and including dismissal from the educational program.

4.5.1 HIPAA Training

The Health Insurance Portability and Accountability Act (HIPAA) defines a set of uniform standards relating to the security, privacy, and confidentiality of patient health-related data. All students must participate in HIPAA training prior to participation in patient-related activities/clinicals. This training orients the student to concepts of confidentiality, appropriate access of information and appropriate release of information procedures for protected health information. Students may not participate in any clinical or patient-related activity unless certification is current.

The program will consider all patients/clients involved in classroom and laboratory learning experiences on campus for the Trine University MPAS Program as a patient. As such, HIPAA regulations apply.

4.6 Employment During MPAS Program

The program considers enrollment a full-time responsibility and does not recommend employment during the program. For students who do choose to be employed while enrolled in the MPAS Program, academic activities and requirements must always take precedence over employment activities. The program does not excuse missing classes for employment. The program does require occasional evening and/or Saturday classes or events. (A3.15e)
Should a student choose to be employed in a health care setting, these guidelines must be followed:
1. MPAS students employed in health care settings must not represent themselves in any way as a Physician Assistant or an MPAS student.
2. MPAS students representing themselves as having any degree of expertise as a PA violate state licensure laws.
   a. Such claims may result in denial of eligibility for licensure after graduation from PA school.
   b. Refer to Indiana State licensure laws.
3. MPAS students employed in health care setting must not represent themselves as official representatives of the Trine University or its MPAS Program.

4. Note that MPAS student liability insurance only covers students during classroom activities and during assigned clinical activities and rotations.
5. The program advises MPAS students to carefully read the job descriptions pertaining to unlicensed personnel and should not undertake responsibilities outside this description or the law relative to employment in a medical setting, even if the client or employer requests one to do so.

Other caveats related to employment include:
- Trine University does not require MPAS students to work for the program.
- Trine University does not allow MPAS students to work for the MPAS Program as faculty or staff (A3.05).
- When students are on clinical rotations, students cannot substitute for clinical or administrative staff (A3.05).

4.7 Extra-Curricular Activities

The MPAS Program encourages students to participate actively in their local, state, and national professional PA organizations. During the didactic phase, at the discretion of the MPAS faculty, class representatives or student participants may be excused from classes to attend a state or national conference. The Program will make decisions on a case-by-case basis.

The MPAS Program discourages students from participating in an excessive amount of non-professional extracurricular activities as this will take time away from their academic studies.

The program may excuse students from a clinical site to attend a professional conference. Students must submit a written request for permission to the Director of Clinical Education for permission to attend a conference at least 4 weeks in advance of the event. The following guidelines define the conference regulations:
1. The request does not exceed 5 days per event.
2. Students must make up all assignments missed during their absence.
3. Students must supply the program with proof of registration for the conference.
4. The program may require the student to submit a certificate of completion following the conference.
5. The program does not guarantee approval and attendance.

The MPAS Program sets aside funds for student activities including attendance at conferences. Additionally, funding supports student programming and community service.

4.8 Job Placement

The MPAS Program does not guarantee its graduates employment as a PA upon successful completion of the program. The program will, however, work with the student/graduate in the employment process. The goal is to provide every student with employment opportunities. Refer to the Trine University Career Center webpage for more information.

4.9 Health and Safety

This section covers health and safety policies and practices pertaining to health status, health risks, training, emergency/accident procedures, and incident reporting. A1.02g

All students and faculty should feel safe at all times while on the College of Health Professions campus or at an assigned clinical rotation. If at any time safety is a concern, immediately contact the Director of Clinical Education or Instructor of Record. The Trine University College of

Health Professions is located at 1819 Carew St., Fort Wayne, Indiana which is on the Parkview Randallia Campus. In case of emergency students should call 911.

4.9.1 Health Conditions/Change in Health Status
Students are responsible for notifying the instructor and faculty advisor (e.g., mentor) of his/her inability to participate in a class, lab, or clinical activity that places them at risk for injury.

During the didactic phase, students must notify the individual course instructor of health conditions that would prohibit a student from completing a required activity.

During the clinical phase, students must notify the Director of Clinical Education if unable to complete course requirements and clinical rotations.

In the event of a prolonged illness or injury (lasting longer than 3 days), the program requires the student to use the following guidelines:
1. The student is responsible for notifying the instructor of their planned return date to resume classroom, laboratory activities and clinical activities.
2. In the event that activities need to be restricted, a physician, NP, or PA will need to document all limitations and plans for follow-up/clearance.

4.9.2 Health Risks
The MPAS Program will inform students of health risks that they may encounter throughout the educational program and will follow the OSHA regulations and standard precautions.

4.9.3 OSHA Training
The Occupational Safety and Health Administration (OSHA) has defined requirements which specify the protective measures all healthcare personnel are required to perform in order to prevent the spread of communicable disease. All students must participate in in mandatory training arranged by Trine University Fort Wayne College of Health Professions.

Blood-borne Pathogens Training is required prior to participation in clinical and/or patient-related activities. Training includes proper handwashing, use of personal protective equipment, isolation precautions, and other information targeted at exposure risk reduction. Students must successfully complete the course to meet this requirement to be allowed to participate in any clinical or patient-related activity. Students must submit proof of completion to the program. Students must keep documentation of training. Each clinical site reserves the right to require a student to provide proof of training. They may also require the student to participate in additional training.

In the event of occupational exposure to a biohazard while on campus, the program requires students to notify the Instructor of Record and the Program Director as soon as possible. The program holds responsibility for storage and use of any hazardous materials. The program will follow OSHA guidelines for the storage, use of any hazardous materials and the use of standard precautions. The program requires vinyl or nitrile gloves as part of personal protective equipment (PPE).

In the event of occupational exposure to a biohazard while on clinical experience, students must follow the clinical site's guidelines for managing, reporting, and documenting the incident:
1. The student must inform the clinical instructor of the incident and seek his/her guidance in complying with all site-specific policies.
2. If the need arises, clinical sites shall provide students with access to emergency care;

however, the student shall incur the cost of all emergency services rendered.
3. Worker compensation benefit does not cover these events; therefore, the student also incurs the cost of any follow-up care as a result of exposure/injury.
4. The student should notify the Director of Clinical Education of the incident within 24 hours of occurrence.

4.9.4 Injury or Medical Emergencies of a Student During Program Activities
1. The faculty member and/or supervising clinical personnel will only assess whether the student can remain in the classroom or clinical area.
2. If the student requests medical care, the faculty member and/or supervising clinical personnel may assist the student in obtaining appropriate care.
3. An Incident Report must be filled out by the student and MPAS personnel within 24 hours and turned in to the Program Director.
4. Based on the extent of the injury or medical emergency, MPAS personnel may not allow the student to participate in class.
5. In the case of injury or medical emergency, the student incurs the cost of emergency medical services whether participating in an on- or off-campus education experience.
6. The principal faculty, Program Director and the Medical Director cannot act as healthcare providers for students except in an emergency.
7. The Program recommends students to see their own health care provider for follow up care.
8. If any emergency medical assistance is required call 911 and provide location.

☝ Parkview Campus Security should be notified at 260-373-3300 if occurs on campus.

4.9.5 Emergency Procedures
Call 911 in the event of an emergency. Refer to Parkview facility policies in the Carew Medical Park Emergency Procedures Manual. See also Trine University Campus Safety and Emergency Preparedness.

See also the Trine University webpage on Emergency Preparedness which includes guidelines in case of the following:

- Flooding & Water Damage
- Power Outage
- Medical Emergencies
- Tornado/Severe Weather
- Explosions
- Evacuation Procedures
- Fire
- Chemical Spills
- Bomb Threats/Suspicious Objects
- Earthquake
- Fire Prevention
- Prevent Crime
- Safety Escort Services
- Acts of Violence
- Medical Attention

4.9.6 Adverse Weather
The safety of Trine University students, faculty, and staff has first priority during an adverse weather event. The University defines adverse weather as any weather conditions that would make it necessary to delay or suspend classes and services. When adverse weather occurs, the Fort Wayne location administration, or their designee, will make the decision whether to suspend or delay classes. In the event of that happening, notification will be via contact radio and TV stations, email, and/or text alerts to phones. Students participating in on-site or off-site experiences scheduled as part of other didactic coursework during the 1st year of study will follow the inclement weather closings as above. During the clinical year, students should follow the procedures of the facility where they are doing the rotation.

4.10 Alumni Relations

Trine University and the MPAS Program are committed to developing and maintaining a strong alumni network beneficial to both current and graduated students. Ongoing relations with alumni are coordinated and managed by the MPAS Program in coordination with the Trine University Office of University Advancement. The Trine University Alumni Association provides opportunities for staying connected and informed, networking with peers and potential employers, and making an impact on current and future students. To learn more, visit https://alumni.trine.edu/home.

5.0 MPAS PROGRAM POLICIES AND PRACTICES - ACADEMICS

This section outlines the policies and procedures which guide the academic practices of the Trine University MPAS Program. The program strives to maintain academic standards and policies that promote the achievement of program goals and student learning outcomes. (A3.13d, A3.15a)

5.1 Curriculum

The Master of Physician Assistant Studies (MPAS) Program at Trine University is a seven-semester program designed to prepare students to succeed, lead and serve the community and the physician assistant (PA) profession.

5.1.1 Didactic Phase

The didactic phase of the Master of Physician Assistant Studies (MPAS) Program takes place over the course of four semesters. Although primarily campus-based, students occasionally need to travel to clinical application obligations, including local interprofessional education activities.

The Trine University Course Catalog outlines the typical course sequence for the didactic phase. Prospective and current students can learn more about courses by reviewing the course descriptions outlined in the Degree Requirements section of the catalog.

5.1.2 Experiential Phase (Clinical Year)
See Guide to the Clinical Phase.

5.2 Progression through the Curriculum

The curriculum follows a prescribed sequence of courses. The students in each cohort are expected to enroll full-time, to take the courses in the same order, and graduate at the same time. (A3.15b)

5.2.1 Academic Calendar - Didactic Phase
During the didactic phase of the MPAS Program, the students will follow Trine University's Undergraduate Academic Calendar, or as determined by the College of Health Professions.

5.2.2 Academic Calendar - Clinical Phase
See Guide to the Clinical Phase.

5.2.2.1 Holidays
During the didactic phase of the MPAS Program, the students will follow Trine University's holiday semester and spring breaks, or as determined by the College of Health Professions. During the clinical phase, the students will follow the schedule of the assigned clinical site or as

determined by the program's vacation schedule.

5.2.3 Retention/Progression Requirements/Criteria

The MPAS Program requires admitted students to meet the academic and other progression criteria of the program.

A summary of the requirements for progression follows:
1. Earn a grade of "Pass" or better in all courses.
2. To progress to the clinical phase, students must successfully complete all components of the didactic phase and a summative evaluation performed by the Program Director or their designee.
3. Maintain professionalism/behavioral standards including compliance with program and University policies and procedures including payment of educational costs.

A student who is dismissed may apply for readmission during subsequent admission cycles, in accordance with published admission standards.

The Student Success Committee (SSC) evaluates any issues with student progression or advancement throughout the curriculum. Failure to progress will result in a formal review of academic performance and may result in delayed graduation or dismissal from the program.

5.3 Program Learning Outcomes (Competencies)

By the end of the MPAS Program, the graduating student should be able to:

5.3.1 Knowledge Domain

1.1 Possess a sound knowledge of current and evolving biomedical and clinical sciences, behavioral sciences, and population health, and integrate and apply it to the medical care, health promotion, and disease prevention services offered (B1.01c, B2.02, B2.03, B2.11, B2.15)
1.2 Participate in lifelong learning to continually improve clinical knowledge, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities (B2.05, B2.09)
1.3 Possess sufficient knowledge of the medicolegal, regulatory, billing/coding, reimbursement, and patient safety issues inherent to medical practice (B2.14, B2.16, B2.17)
1.4 Possess the knowledge and abilities to critically evaluate the medical literature, conduct or participate in limited research projects, and evaluate clinical environments and processes for quality, efficacy, compliance, patient safety, risk management, or other important outcomes that may impact patient care (B2.12, B2.13, B2.16)

5.3.2 Clinical Skills Domain

2.1 Accurately and efficiently perform medical histories and physical examinations across the lifespan that are appropriate and relevant to the clinical situation and setting (B2.07)
2.2 Appropriately order and correctly interpret laboratory, imaging, ECG, and other diagnostic studies commonly performed in clinical settings (B2.07)
2.3 Skillfully perform diagnostic and therapeutic procedures most commonly performed by PAs (B2.07)

5.3.3 Clinical Reasoning and Problem-Solving Abilities Domain

3.1 Effectively and efficiently utilize information from the health history, physical examination, laboratory tests and other diagnostic procedures to distinguish between expected vs.

abnormal findings, to formulate reasonable differential diagnoses, and to narrow the differential diagnosis list to a presumptive diagnosis in a logical, efficient, and cost-effective manner (B2.07)

3.2 Recommend pharmacologic and non-pharmacologic therapeutic options that are most efficacious and evidence-based while also considering patient preferences and concerns, and the impacts of social, economic, and spiritual factors on health and wellness (B2.02, B2.06, B2.13)

3.3 Provide appropriate medical care in emergent, acute, chronic, rehabilitative, palliative, and end-of-life settings (B2.08, B2.11)

3.4 Assess patient outcomes to evaluate the accuracy of diagnoses, the effectiveness of therapeutic interventions, patient compliance, and other factors that potentially impact patient care (B2.07, B2.12)

5.3.4 Technical Skills Domain

4.1 Effectively utilize both electronic and non-digital medical records to document findings, access clinical information, write prescriptions and orders, and make referrals (B2.02, B2.07, B2.14)

4.2 Utilize technologies and other resources to effectively search, interpret, and appraise the medical literature for answers to clinical questions and evidence-based practices, and integrate and apply newly acquired knowledge into patient care (B2.13)

5.3.5 Interpersonal & Communication Skills Domain

5.1 Document and communicate medical, legal, financial, or other relevant information to other members of the healthcare team in an accurate, logical, concise, and understandable manner (B2.04, B2.10, B2.17)

5.2 Demonstrate appropriate and effective auditory, verbal, non-verbal, written, and electronic communication skills when dealing with patients, families, caregivers, staff, colleagues, supervising physicians, administrators, and other healthcare professionals (B2.04, B2.10)

5.3 Demonstrate appropriate sensitivity, empathy, compassion, and respect when dealing with diverse patient populations to promote and sustain therapeutically and ethically sound relationships (B2.06, B2.11, B2.12, B2.18)

5.3.6 Professional Behaviors Domain

6.1 Abide by, and uphold, the principles espoused in the "PA Professional Oath" and the American Academy of Physician Assistant's "Guidelines to the Ethical Conduct of the Physician Assistant Profession" (B2.18, B2.19)

6.2 Demonstrate and model professional behavior, most especially in interactions with patients, families, staff, colleagues, and superiors (B2.18, B2.19)

6.3 Abide by legal and regulatory requirements pertaining to the PA profession and clinical practice settings (B2.18, B2.19)

5.4 Interprofessional Education

The Trine University MPAS Program participates in the Fort Wayne Area Interprofessional Education Consortium (FWAIPEC). The consortium includes graduate-level medical education institutions and represents programs with family medicine residents, medical students, PA students, graduate-level nursing students (nurse practitioners and Master of Science in Nursing), physical therapy students, occupational therapy students, and pharmacy students. The consortium meets several times each academic year as a collaborative effort to introduce the students to the team concept of health care, strengthen patient outcomes and add value to the community. The consortium offers the opportunity for a multi-disciplinary approach to

patient care and problem-solving. These formal activities sponsored by FWAIPEC and other IPE opportunities with the consortium members provide the students with the foundation to develop a healthy team approach to patient care. Students are required to participate in those programs as assigned by the MPAS faculty. (B2.10)

5.5 CPR and ACLS Certification

Health Care Provider CPR and Advanced Cardiac Life Support (ACLS) will be taught at the end of the didactic phase and is required for clinical phase participation. The program will not allow students to participate in any clinical site rotation unless current with CPR certification. The student may need to submit recertification documentation. The Program expects students to keep personal copies of CPR documentation. Each clinical site reserves the right to require proof of compliance.

Additional certifications may be required by specific clinical sites. Students will be responsible for all costs incurred for these requirements.

5.6 Human Subjects in MPAS Education

5.6.1 Authorized Access and Use of Information

Patients may be asked to volunteer in laboratory sessions for demonstrations and educational learning experiences. The individual will be informed about the session and sign a consent form, if an adult, or the parent/caregiver, if a child is under 18 years of age. The consent form will be kept by the MPAS Program for at least five years. In compliance with HIPPA, patients may request this information be destroyed or kept confidential or may request this information at a later date. The program will release this information directly to the patient or parent. The patient retains the right to refuse treatment by a student.

If injury occurs during a demonstration the following steps will occur:
1. The faculty member and/or supervising clinical personnel will assess the extent of injury to determine what actions need to be taken.
2. If the volunteer requests medical care, the faculty member and/or supervising clinical personnel will assist the volunteer in obtaining appropriate care.
3. The faculty member and/or supervising clinical personnel and any students involved must complete an incident report as required by the university or clinical agency.

5.7 Summative Evaluation

The summative evaluation is required by the ARC-PA to be performed within the last four months of the clinical year. It is used to determine the preparedness of each student for clinical practice and successful completion of the PANCE.

The summative evaluation consists of three components: didactic, clinical and professionalism. The didactic and clinical components are primarily included in Senior Seminar III (see course syllabus for details). The professionalism component is an evaluation completed by the Program Director or designee.

5.7.1 End-of-Program Summative Evaluation

The MPAS Program will conduct and document a summative evaluation of each student during the last four months of the clinical year to help verify that each student is prepared and competent to enter clinical practice. The summative evaluation will include assessment of:
1. Student knowledge
2. Interpersonal skills

3. Patient care skills and professionalism

Part of the summative evaluation process involves cognitive assessment to provide feedback on strengths and weaknesses for both students and the program. The summative evaluation process consists of three components: didactic, clinical and professionalism. The didactic and clinical components are primarily included in Senior Seminar III Course and include:

1. Summative II Exam
   a. 700 question comprehensive examination (PAEA End-of-Curriculum™ exam)
   b. mimics the PANCE content
   c. follows the National Commission on Certification of Physician Assistants (NCCPA) PANCE® Blueprint
2. A series of patient simulations
3. Objective Structured Clinical Examinations (OSCEs)

The OSCEs include multiple stations to assess:
1. Psychomotor skills
2. History taking skills
3. Physical examination skills
4. Interpersonal assessment
5. Interpretation of laboratory data

Trine University administers the practical exam/OSCE component. The student is required to generate a primary diagnosis, differential diagnoses and plan, as well providing appropriate patient education. The OSCE is administered with sufficient time to allow students to be remediated within a specific domain(s) in which their performance was below the satisfactory cut score.

The professionalism component of the Summative Evaluation is a comprehensive assessment completed by the Program Director or designee. Evaluation of professionalism is continuously conducted throughout the program, both as a formative and as a summative process. This enables faculty to provide feedback about student's professional skills and provide remediation as needed. The preceptor evaluation also provides a composite data point for professional behaviors.

Failure of any portion of the Summative Evaluation Process will result in referral to the Student Success Committee (SSC). The SCC will provide a recommendation of either, remediation through an Academic Improvement Plan (AIP), Deceleration, or for Dismissal.

5.8 Academic Standing
Grading policies and practices are outlined below.

5.8.1 Grading Policy
The Trine University MPAS Program grading policy (D1.04h) reflects its competency-based goals and learning outcomes. Emphasis is placed on a personalized, student-centered style where students advance upon demonstrated mastery of competencies that include explicit, measurable, and transferable learning objectives.

The awarding of grades is the prerogative of the instructor of record under the supervision of the MPAS Program Director and the Medical Director. Faculty members are responsible for

informing students of their grading policy. Grades become official when they are reported to the Registrar. The Program Director must approve any adjustment of grades.

Per program policy, final course grade assignment will use routine arithmetic rounding (up or down) as appropriate. The program will not round up assignments, tests, and quiz grades. Instructors will calculate these up to two decimal points as feasible. See related remediation and reassessment opportunity policies.

Graduate students in the MPAS Program must maintain a passing grade in all courses. See 5.8.2 Grading System for percentage grade required for passing.

Students failing a course during the didactic phase or failing a rotation during the clinical phase will be referred to the MPAS Student Success Committee (SSC) for further action.

Please refer to the referenced sections in the Trine University Course Catalog for information regarding grading appeals, incomplete grade, in progress grade, and course repeat grade policies.

If a student or faculty member discovers incorrectly reported grades, the error should be reported to the Registrar immediately. The Program Director must approve any adjustment of grades. (A3.15g)

5.8.2 Grading System
The MPAS Program grades students (D1.04h) on the following scale:

Letter Grade	Description	Percentage
H	HONORS	95% and above
P	PASS	81% and above
F	FAIL	80% or below
I	Incomplete	
IP	In Progress (grade deferred)	
W	Withdrawal before completion of 80% of the semester	
WP	Withdrawal after completion of 80% of the semester with passing work at the time of withdrawal	

5.8.3 Conditions for Testing
1. The exams must be downloaded at least 24 hours prior to the start of the exam or at the direction of the Instructor of Record (IOR).
2. Students are to be seated in the testing room 5 minutes prior to the start of the exam
3. Dividers will be placed on the desks between students.
4. All phones are to be turned off and placed in the designated space in the testing room.
5. All watches are to be removed and placed in a backpack or computer bag.
6. Only writing paper provided by the IOR is allowed at the student's test area and must be submitted to the IOR at the end of the examination.
7. Once the exam has been uploaded, the student may collect their phone and leave the room. The student's computer is to remain in the testing area closed.

8. Students will not be allowed back into the examination area until all students have completed the exam and the IOR notifies the class.
9. Any breach of the above will result in referral to the Student Success Committee (SSC) for disciplinary action.

5.9 Academic Success

The mission and values of Trine University and the MPAS Program emphasize the importance of success and equity (B1.01b, B1.01d, B1.02) for all students. An established committee is charged with the oversight of matters related to student success, a comprehensive, holistic effort involving every facet of the institution. The MPAS Program's Student Success Committee (SSC) oversees a broad range of matters including student mentoring, academic and professional performance, remediation, retention, program completion, student resources, and student satisfaction. The committee is responsible for coordinating efforts for the continual improvement of the educational effectiveness of the University.

One of its primary responsibilities is to adjudicate matters related to student academic and professional performance at the program level. The adjudication process may result in the SSC recommending one of the following: remediation, deceleration within the program or dismissal from the program. Remediation may consist of an individualized Academic Improvement Plan (AIP) or other interventional plan. Recommendations are processed through the Program Director to the College of Health Professions Dean in accordance with university policy. Standards, policies, and procedures relative to student success are described in subsequent sections.

5.9.1 Satisfactory Academic Progress
Federal regulations mandate that all students make satisfactory, measurable academic progress toward completion of a degree in order to receive federal assistance through Title IV federal grant, work, and loan programs; as well as all institutional and state grant/award programs.

5.9.2 Academic and Clinical Advising Policy
The MPAS Program assigns each student to a program principal faculty member for academic and professional mentoring. Each student must meet with his/her assigned faculty mentor at least one time during each program phase, meeting more frequently when personal or academic difficulties dictate.

The academic mentor is responsible for advising students in didactic education. The mentor will provide support to the student throughout the academic coursework.

During these academic advising/mentoring sessions, a review is completed of the student's progress toward achieving knowledge and skills. The Student Mentoring form is utilized and documented during this session.

Clinical advising is completed by the Director of Clinical Education or others as assigned. This advising/mentoring will support the student, the clinical educator and other supervisors during the student's practicum experiences. Each student in the MPAS Program will meet with their academic and clinical advisors during each semester.

If there are concerns regarding performance in either course work or practicum skills, the advisor is available to assist with an intervention plan. This intervention plan will be carried out by the student while being monitored by the academic or clinical advisor. (A1.05)

5.10 Academic Difficulty

Throughout the course of study, the MPAS Program will monitor students for academic difficulty related to achieving a learning outcome during a practicum or academic course, having an assignment grade below passing, or demonstrating difficulty with clinical skill levels as indicated by a clinical educator that could cause the student to fail the practicum. (A2.03, A3.15c, A3.17d, B4.01b)

5.10.1 Academic and Clinical Intervention

Identified students may be required to meet with an instructor or other designated party to formulate an improvement plan up to and including referral to the Student Success Committee (SSC).

Students experiencing academic challenges are responsible to contact their academic mentor in a timely manner.

5.10.2 Academic Probation

Students in the Trine University MPAS Program must meet the academic and other progression criteria of the program as outlined in the section covering progression through the curriculum. Students who do not meet program requirements may be given a probationary notice and required to complete an academic improvement plan. Conditions that may place a student on academic probation, which could subsequently result in deceleration or dismissal, are outlined in the section covering remediation.

Students will be placed on Academic Probation as determined by the Student Success Committee (SSC). Consecutive semesters of academic probation may result in dismissal from the program. More than two semesters of academic probation in the course of study may also result in dismissal.

5.10.3 Remediation

Formal remediation of didactic courses or clinical rotations may take place when a student has failed to complete a didactic course with a score of 81% or above or has received a Fail during a clinical rotation.

Decisions regarding such are handled through the Student Success Committee (SSC). If a remediation is granted, a formal remediation/assessment plan is created between the student, the SSC and the Program Director. The remediation plan must identify the challenges that impacted the student's performance and include strategies to overcome those challenges, in addition to action on the course material. The specifics of the remediation assignment/ reassessment are created by the IOR and approved by the SSC. Failure to successfully complete the remediated course within 4 weeks of the subsequent semester will result in action by the SSC including dismissal from the program.

Students may be allowed to remediate up to two different courses during the didactic phase and two rotations in the clinical phase. Academic probation policies apply.

5.10.4 Reassessment Opportunity

Any student who fails to earn 81% on an exam or assignment will meet with the instructor to discuss a remediation plan that may include: exam reassessment, reading assignments, and/or submission of high-impact notes. Remediation plans must be completed within two weeks. Two reassessment exams are allowed per course. The maximal grade increase from

HIN and other assignments is 5%. The maximum achievable grade for any remediation process will be recorded as 81%. If a student fails the last exam of the semester, remediation will be at the discretion of the instructor with consideration of presence a of passing grade for the course. Review of the exam with the instructor will not suffice for grade improvement.

5.10.5 Didactic Phase Remediation

Remediation may take place when a student has failed a didactic course. The grade will be reported as incomplete pending the recommendation of the Student Success Committee (SSC). The SSC will meet the student and IOR for the course to make recommendations for further action.

The SSC may recommend:
- Remediation through an Academic Improvement Plan (AIP)
- Deceleration
- Dismissal

The Academic Improvement Plan (AIP) may include the items below or other activities as determined by the SSC:
- Retake of all or parts of the course
- Completing an educational activity to improve test-taking skills
- Completing other relevant on-line course work

The Student and the Instructor of Record (IOR) will sign the AIP to demonstrate understanding and agreement with the plan. Students must successfully complete the remediated course within 8 weeks of the start of the subsequent semester. Failure to do so will result in referral back to the SSC for further action.

5.10.6 Clinical Phase Remediation

See Guide to the Clinical Phase.

5.10.7 Deceleration (A3.15e)

Deceleration interrupts a student's progression. Deceleration falls under the jurisdiction of the Student Success Committee (SSC). The student may need to take a leave of absence to rejoin the Program with a later cohort.

There are various reasons a student may need to decelerate. These may include but are not limited to:
• Mandated by SSC
• Leave of absence (see Leave of Absence policy)
• Family emergencies
• Other extenuating circumstances

The Student Success Committee (SSC) recommendation for deceleration will be processed through the Program Director to the College of Health Professions Dean for further action.

The Program Director will coordinate with the Medical Director and the Committee of the Whole to develop a recommendation on the point of reentry. The student may need to take a leave of absence to rejoin the Program with a later cohort.

5.10.8 Dismissal Policy - Dismissal from MPAS Program

The program may dismiss a student for Academic Failure, for unprofessional behavior, for failure to meet progression criteria or other issues as determined by the SSC and the Program Director. (A3.15d)

University policy is outlined in the Administrative Dismissal Policy in the Trine University Course Catalog.

The MPAS Program may recommend a student for dismissal based on:
- Failure to meet academic standards
- Failure to meet technical standards
- Failure to meet progression criteria
- Failure to adhere to codes of conduct
- Failure to adhere to obey federal, state, and local laws
- Failure to satisfy financial obligations to the university
- Other issues or concerns as determined by the Student Success Committee (SSC) and the Program Director, including:
  o Publishing, discussing, or sharing in any way the health information of other individuals**
  o Claiming to be an official representative or spokesperson for Trine University or its entities, including the MPAS Program
  o Using Trine University's name to promote or endorse any product, cause, religious view, political party, candidate, etc. via any communication method
  o Assuming the identity of another person or otherwise attempting to obscure one's own identity as a means to circumvent the prohibited activities outlined in this policy
  o Exhibiting unprofessional behavior
  o Using vulgar language
  o Using language or photographs for any reason that imply disrespect for any individual or group, including but not limited to age, race, gender, ethnicity or sexual orientation
  o Publishing or sharing any media that may reasonably be interpreted as condoning irresponsible use of alcohol, the use of recreational drugs, illegal activities, or sexual promiscuity
  o Publishing, discussing, or sharing in any way, any material that may reasonably be interpreted as potentially inflammatory or unflattering on another individual's website (e.g., on that individual's Facebook site)
  o Exhibiting significant difficulties in forming a professional image

** Be aware that removal of an individual's name or use of a pseudonym does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, type of treatment, or posting of patient stories and/or pictures (such as a before/after photograph of a patient having surgery or even a photograph of the contents of a patient's room) may still allow others to recognize the identity of a specific individual.

The Trine University Student Code of Conduct is outlined in Section IV in the Trine University Student Handbook. It includes Principles of Community (4.1) and Community Standards (4.2).

5.10.9 Withdrawal from the University

Refer to Trine University's Withdrawal policy. The policy is outlined in Withdrawal from the University in the Trine University Course Catalog. Additional policies related to withdrawal including Withdrawal/ Drop Schedule, Credit Balances/Refunds, and 1098-T Tax Information are outlined in Section 2.15 Student Accounts. The policy includes information regarding Administrative Withdrawal from the University. (A3.15d)

5.10.10 Leave of Absence Policy

Students who find it necessary to temporarily withdraw from the Program for 4 weeks or longer must formally request a leave of absence (LOA). (A3.15)
1. The student must submit a written LOA request to the program within one week of the withdrawal.
2. Program faculty on the Student Success Committee (SSC) will consider and act upon the request.
   a. A LOA is not guaranteed.
3. Students may need to complete specified activities while on leave which may include, but is not limited to, additional coursework, tutoring, and/or meeting with advisor.
4. A student who withdraws from any required course without requesting and/or receiving an LOA from the MPAS Program will be considered as having withdrawn from the program.

If a Leave of Absence (LOA) is granted:
1. The student should notify the SSC in writing of the intention to return to the program at least one (1) month prior to re-enrollment.
2. The student is required to update related paperwork and pay all fees required of incoming students by the stated deadline.

To renew a Leave of Absence (LOA):
1. The request should be renewed one (1) month prior to the completion of the initial request by formal communication with the program.
2. The SSC must review any request for renewal of LOA beyond the initial request.
   a. Renewals are not guaranteed but are at the discretion of the program.
3. A student who does not formally request a continuation of the LOA and fails to return will be considered as having withdrawn from the MPAS Program.
4. The student will be expected to demonstrate (through such examinations or assessments as determined by the SSC) that they have retained the knowledge base necessary for re-entry into the new cohort at their previous level of education.
5. The student is financially responsible for any fees or expenses associated with a LOA or return to the program.
6. The program may find a student in need of significant education such that s/he may have to restart the program.
7. LOA requests during the clinical year will be dealt with individually.

As a guideline, LOAs of 3 months or less can be made up within the year and will require delay in graduation for the student. More than three months will need an individual plan of action to assure maintenance of current clinical knowledge.

A student may be placed on an involuntary leave of absence or require conditions for continued attendance under following circumstances when the student exhibits behavior resulting from a psychological, psychiatric, and/or other medical condition that meets the criteria outlined in the Trine University Course Catalog Withdrawal from the University Planned Academic Leave in Section 2.4 and/or exhibits behaviors that are:
- Are unprofessional or unethical

- Inconsistent with Program Competencies, including Technical Standards

5.11 Graduation Requirements

The program requires students to follow the course of study in the Master of Physician Assistant Studies degree. Students must meet all progression/retention and complete all necessary Program requirements including summative evaluations to qualify for graduation. The Program will not approve students who fail to meet the necessary requirements for graduation. Students must complete all degree requirements within five years of initial matriculation. (E1.09b)

Students must meet all progression/retention requirements including:
- Earn a P or S in all courses
- Pass all components of the Summative Evaluation
- Complete all other necessary program requirements to qualify for graduation

5.11.1 Graduation Audit

The Program Director and Medical Director, in conjunction with the Director of Clinical Education, will prepare the program level graduation audit and participate in the university's graduation audit system. More specifically, the registrar's office will send a list of PA students to the MPAS Program to approve for graduation. The MPAS Program will verify the potential graduates (assuming continued progression) and note those who should be removed from the graduation list. The registrar's office will use the final grades in Jenzabar to issue diplomas.

5.11.2 Graduation for MPAS Students

The MPAS cohort graduation date on the diploma is in December; those decelerating will have a later graduation date. Official diplomas will be issued to those in compliance with both the degree requirements and the university requirements (e.g. business office). Official diplomas and transcripts are held until all requirements are met.

6.0 BEHAVIOR/STANDARDS OF CONDUCT

This section includes community standards established for all university students and student organizations, professional behaviors (B4.03e) expected of MPAS students, policies for attendance, communication with the program, dress code, use of laboratories/classrooms and equipment/technology, social media, and presentation of a professional image.

6.1 Community Standards

University community standards apply to all students and student organizations. Trine University considers the following behaviors unacceptable. Please refer to the Trine University Student Handbook for specific details.

6.2 Cultural Sensitivity and Diversity Policy

MPAS student clinicians will be practicing in a variety of settings and working with a diverse population. Cultural variables, such as age, gender, occupation, sexual orientation, disability, socioeconomic status, religious beliefs, and ethnicity, can impact evaluation and intervention. It is essential for the student clinician to be sensitive to cultural influences which can be improved through greater cultural competence. (A1.11)

Throughout the MPAS Program, students will construct an understanding of cultural and linguistic factors that occur during the delivery of services. This construct will occur through knowledge and skills utilization. MPAS students will strive to understand how their own set of

cultural beliefs can impact the delivery of healthcare. Some of the variables that can impact this care includes, but is not limited to, age, ethnicity, national origin, race, linguistic background, religion, gender, and sexual orientation.

6.3 Academic Misconduct

The University prohibits all forms of academic misconduct. Academic misconduct refers to, but is not limited to, the activities outlined in the Trine University Course Catalog Academic Misconduct.

6.3.1 Academic Integrity and Honesty Policy (B2.19)

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent classroom activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. Please refer to the Trine University Student Handbook Section IV Student Code of Conduct, for further information including details of the disciplinary process.

In situations of academic misconduct, instructors have the authority to assign a failing grade on the assignment in question or a failing grade for the course. Upon approval by the College of Health Professions Dean, academic misconduct may also result in expulsion from Trine University.

6.4 Professional Behaviors

The Program expects all students to exhibit professional behavior. Failure to demonstrate these behaviors could result in failure of a course or clinical experience. Professional behaviors include the following:

1. **Critical Thinking -** The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information**.** The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process**.**
2. **Communication -** The ability to communicate effectively (i.e., verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. **Interpersonal Skills –** The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
6. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the PA profession.
7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. **Commitment to Learning** – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.
10. **Academic Integrity** – intellectual honesty, academic integrity, and professional conduct.

11. **Patient Advocacy** – demonstration of effective advocacy for the PA profession and patients in the workplace and in policymaking processes.

All Trine University MPAS students will be expected to:

1. Demonstrate safe performance of activities, sensitivity to individuals, appreciation for alternate points of view, respectful communication, concern for self, cooperation with others and acceptance of personal and corporate responsibility for the coursework.
2. Show respect for facilities and equipment in the College of Health Professions and in the clinical education settings.
3. Present an appropriate personal appearance in classrooms, laboratories and Clinical Education settings and at public meetings where their identity as Trine University PA student is apparent. Please refer to the Dress Code for details.

Professional behaviors are evaluated by self-assessment, clinical instructors, peers, and the faculty. Written clinical instructor comments and instructor observation of student performance provide the basis for counseling on professional behavior. It is expected that most cases of professional misbehavior can be successfully corrected by sensitive discussion and counseling between the faculty and the student. A plan for remediation will be developed and implemented if necessary.

6.5 Attendance Policy

ATTENDANCE/PUNCTUALITY/PARTICIPATION: MANDATORY. Unless absent for reasons of illness or participation in an event sanctioned by the University, attendance, and punctuality are mandatory for all classes, labs, seminars, small group discussions, field experiences, clinical rotations, preceptorships, and any other activities designed by the program staff and administration. Absence from any of the above without prior approval from the Instructor of Record (IOR) will be considered unexcused. Decisions regarding excused absences, including those for personal reasons, are at the discretion of the IOR.

Unexcused Absence
- An unexcused absence is defined as reporting to an activity or class 10 minutes late or not at all without proper notification of the IOR.
- Two (2) unexcused absences per semester are considered unprofessional behavior and will result in referral to the Student Success Committee (SSC) subject to disciplinary action.
- Unexcused absences may lower the final grade for the class.

Tardiness
- Tardiness is defined as not being in your seat ready to go at the scheduled time of class or activity without proper notification of the IOR.
- Two (2) unexcused tardiness events per semester are considered unprofessional behavior and will result in referral to the Student Success Committee (SSC) subject to disciplinary action.
- Unexcused tardiness may lower the final grade for the class.

Student Responsibilities
- Report the absence or tardiness by email/phone/text to IOR prior to class.
- Arrive 5-10 minutes prior to the start of the class or activity to prepare the study area.
- Documentation verifying an illness or demonstrated participation in a sanctioned event is required.

- In the event of an absence (excused or unexcused) or tardiness, the student is responsible for all class or activity content. The instructor has no obligation to give make-up examinations, labs, or to review content missed by the student as the result of an unexcused absence.
- Contact the IOR to discuss taking any examination missed during an absence due to an illness or major life event.
- If there is a death in the immediate family, please contact the MPAS Program Administrative Assistant (260-702-8060) and the Academic Affairs Office (260-665-4533) to inform Trine University of the death of an immediate family member. The University will excuse the student from class for up to one week. The student is responsible for the completion of coursework upon return.

6.6 Communication with the MPAS Program

MPAS students must communicate with the program through Trine University email accounts as opposed to personal accounts. The program requires students to check their Trine University emails daily, responding within 24 hours. For "mass" delivered program emails, the program does not require individual replies unless the email directs such. Students in the didactic phase will be contacted by the for mail pick up. In the clinical phase, students will receive an email from the Clinical and Administrative Assistant (CAA) notifying of a delivery to the campus. Clinical students will need to advise the CAA on next steps – if s/he plan to pick up or if delivery will be required to a given address.

6.7 Dress Code for Classroom, Lab and Clinicals

The MPAS Program expects students to appear professional at all times. Students must clearly identify themselves as a Trine University MPAS student using a Trine name tag. **Students must wear name tags at all times.** The program requires students to introduce themselves as a Trine University MPAS student. (A3.06)
1. Wear appropriate business casual attire in the classroom:
   a. Scrubs may be worn for labs and anatomy
   b. Shorts may be worn during physical exam labs or as permitted by the program
2. Maintain clean and well-kept hairstyles.
3. Do not wear hats indoors.
4. Maintain clean and well-trimmed facial hair.
5. Keep nails trimmed so as not to cause discomfort to a lab partner.
6. Wear closed-toed shoes in all laboratories.
7. Keep body art covered as much as possible.
8. Discuss any visible body art and piercings (other than ears) with Program Director.
9. Maintain hair within a naturally occurring color range.
10. Avoid heavily scented perfumes, personal care products and/or aftershave.
11. Wear professional attire with your "Trine University" issued lab coat and name tag for patient encounters/clinical experiences.

The program may send students in violation of the dress code home and an unexcused absence will be given. Failure to comply with the above attire and identification criteria may result in referral to the Student Success Committee (SSC).

Students may face dismissal from the program under the following circumstances:
- Difficulties in forming a professional image (see Professional Image Difficulties)
- The inability to fully interact in or complete the Program's clinical requirements
- Difficulties in engaging positively with future patients and colleagues

For full list of grounds for dismissal see 5.9.8 Dismissal Policy - Dismissal from MPAS Program.

6.8 Professional Image

Students must form a professional image as a PA. Professional image includes professional membership(s), ethical behaviors, neat and clean dress, proper use of social media and technology, etc.

6.8.1 American Academy of PAs (AAPA)

The AAPA is the professional organization for PAs in the United States. The AAPA provides resources and benefits members both as a student and professional.

6.8.1.1 AAPA Guidelines for Ethical Conduct

The American Academy of Physician Assistants (AAPA) has adopted Guidelines for Ethical Conduct for the PA Profession (See Appendix 2). The student must uphold this code and values in all situations. Failure to uphold the AAPA Guidelines could result in failure of a course or clinical experience.

6.8.1.2 Student Membership in AAPA

The Program will pay for 2-year student memberships in AAPA. The Program highly encourages students to participate in state, regional and national activities. The Program encourages students who have questions to visit the AAPA website and/or speak with their advisors for more information. As a student member of AAPA (and/or AAPA constituent organizations) you may attend the state and national conferences at discounted rates.

6.8.2 Professional Image Difficulties

Difficulties in forming a professional image include, but are not limited to the following:
- Severe and persistent problems with personal hygiene which inhibit interaction with others
- Severe and persistent disregard for dress codes disruptive to the learning environment and running counter to the professional image of the university, the MPAS Program, and the PA profession
- Inappropriate affect as demonstrated by extremely withdrawn personality style, persistent incongruent affective responses in the classroom and/or clinical site, violent and inflammatory responses, or persistent angry and hostile mood
- Personal problems that interfere with the students' ability to work effectively
- Violation of published policies, procedures and guidelines including the AAPA Guidelines for Ethical Conduct

If a student demonstrates significant difficulties in forming a professional image, is unable to fully interact in or complete the program's clinical requirements; or to productively engage with future patients and colleagues, the Student Success Committee (SSC) will look at the situation. Consequences could include failure of a didactic or clinical course or dismissal from the program.

6.9 Laboratory and Classroom Use Policy

The faculty members in the MPAS Program encourage students to use every opportunity to practice competencies in all aspects of the PA profession. However, special concern must be given to safety of students and/or equipment when any equipment or techniques are used

outside of class. For student safety, it is strongly recommended that students come in groups of a least two persons if they arrive or remain after dark. (A1.01g, C1.01a)

A student must practice the following procedures and precautions for the use of lab, classroom, and equipment:
1. Students may not utilize any equipment other than equipment relating to past or current study, or for approved research endeavors.
2. Students must receive training on all equipment relating to the course of study or for approved research endeavors.
3. Students may only practice on one another following guidelines to minimize accidents and errors.
    a. Students can serve as a "check system" for each other, thereby minimizing accidents relating to errors.
4. Students will clean up after themselves and must leave their space in a neat and organized manner so that the space can be readily used by others.
5. Under no circumstances is treatment to be provided for a pathological condition.
6. If a student thinks a situation exists that may be exempt from one or more of the rules noted above:
    a. The circumstances must be described, and approval must be obtained prior to exercising the exemption.
    b. Approval will be granted by a responsible faculty member and by the MPAS Program Director.

The MPAS Program also strongly recommends that students arrive and depart in groups of a least two persons after dark.

The MPAS Program requires student compliance with the Classroom and Laboratory Use Policy. Failure to comply with the policy may result in disciplinary action and possible dismissal from the MPAS Program.

6.10 Professional Use of Electronic Devices/Technology

MPAS students must maintain the same professional behavior and ethical standards in their online activity as they do in all other forms of communication as presented in "AAPA Guidelines for Ethical Conduct for the Physician Assistant Profession" (See Appendix 2). The Trine University Student Handbook 4.5 Information Technology and other guides to professional behavior including this MPAS Student Handbook and course syllabi. (A1.09)

Inattention to these communication standards may lead to harmful and/or negative long-lasting impact on patients, peers, the career of the individual, and the reputations of the student, the program and the university, as well as the PA profession. The program will not permit inappropriate use of technology in the classroom and clinical settings.

Appropriate conduct in every teaching environment in the MPAS Program promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either the instructor's ability to teach or student learning is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom.

Examples include but are not limited to ringing cell phones, text messaging, watching videos, playing computer games, accessing email, instant messaging, or surfing the internet on your computer. Students who participate in disruptive behaviors will be asked to leave the classroom.

Students are expected to follow these simple regulations to avoid the inappropriate use of technology in the classroom.

6.10.1 Cell phones/Other Communication Devices

To avoid classroom or clinical site disruptions:

1. Turn off or set to vibrate mode all cell phones or other devices.
   a. If expecting a critical health or family-related call, please inform the instructor or preceptor prior to start of session.
   b. After consultation, please sit near a door in order to avoid disturbing your classmates.
2. Use electronic devices for educational purposes only during the school day.
3. During exams, communication devices are banned from the testing spaces.
   a. Computers will be used solely to administer the examination.

6.10.2 Social Media Policy

The MPAS Program expects its students to follow best practices when engaging in social media.

1. Students are held accountable for the material shared through social media.
2. Libel laws, covering false and unsubstantiated claims and inaccurate or inflammatory communications, remain in effect even when social media accounts are private.
3. Follow professional and ethical guidelines when interacting with other students, faculty or clinical instructors via social media.
4. Students must not interact with patients via social media.
5. Communicate unprofessional social media content to Trine peers.
   a. If the behavior violates professional norms and the individual does not take appropriate action to resolve the situation, the intervening student should report the matter to a MPAS faculty member.
6. Maintain clear lines between professional and personal social media activities.
7. Never use the university's name to promote or endorse any product, cause, religious view, political party, candidate, etc.
8. Never use Trine University's name in connection with comments, photos, videos or images that one could interpret or perceive as slurs, demeaning, inflammatory, illegal, unduly suggestive, sexually suggestive, inappropriate or otherwise contrary to the mission of the university.
9. Refrain from posting content such as images or medical records that represent a breach of confidentiality.

Consequences for the above could include a verbal warning or dismissal from the classroom resulting in an unexcused absence. All syllabi include professionalism components and violations could adversely affect course grade. Violations may be referred to the Student Success Committee.

See also Section 4.5 Information Technology in the Trine University Student Handbook.

7.0 UNIVERSITY STANDARDS AND PRACTICES

This section outlines the non-academic policies and procedures which guide the standards and practices of Trine University and the MPAS Program.

7.1 Title IX Notice of Non-discrimination

Trine University does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, veteran status or age in the administration of any of its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in employment. The University is required by Title IX not to discriminate in such a manner.

The University has a designated Title IX coordinator, the person to whom questions regarding Title IX and the nondiscrimination policies should be directed. Questions regarding Title IX may also be referred to the Department of Education Office of Civil Rights. Complaints concerning any violation of Title IX should also be referred to this individual. For contact and other information, refer to the Trine University Course Catalog Title IX Notice of Non-Discrimination.

7.2 Commitment to Diversity

Trine University remains committed to cultivating diversity, inclusion and fairness. As a leading private institution of higher education, Trine fosters a culture of understanding, growth and inquiry; values the diverse qualities of its students, faculty and staff; promotes an inclusive environment free of discrimination and intolerance; and welcomes everyone.

Trine will not allow discrimination and will continue to grant admission and provide educational opportunities without regard to race, age, disability, gender, gender identity, sexual orientation, marital status, national origin, religion, or veteran status. The culture of Trine University dictates that these same standards of acceptance apply to all faculty, staff, alumni and community members. (A1.11)

For more information, visit https://www.trine.edu/campus-life/diversity.aspx

7.3 American with Disabilities Act (ADA) Compliance

Trine has an Americans with Disabilities Act (ADA) and Section 504 (of the Rehabilitation Act of 1973) Coordinator. Refer to the Trine University Course Catalog Title IX Notice of Non-Discrimination Americans with Disabilities Act (ADA) Compliance.

The Office of Accessibility Services:
1. Reviews documentation for requests for reasonable accommodations.
2. Accepts and assists in investigating any grievances filed by students who believe they have been subjected to discrimination on the basis of disability.
3. Assists in coordinating the efforts of the university to comply with Section 504 and related disability laws.
4. Maintains data and assisting in preparation of notices and reports necessary for university compliance with Section 504 and related disability laws.

A student with a documented disability who plans to request accommodations needs to self-identify with Trine concerning his or her disability by contacting:
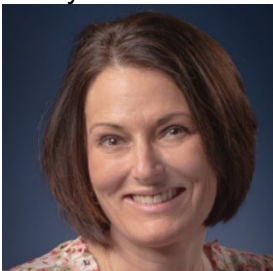
Nicole Kibiloski
Director of Accessibility Services
ADA/Section 504 Coordinator
Academic Success Center
Rick L. & Vicki L. James University Center
260.665.4590
kibiloskin@trine.edu

7.4 Equal Opportunity/Anti-Harassment Policy

Trine University defines harassment as follows: unwelcome verbal statements or physical conduct that is severe or pervasive enough to create an environment that a reasonable person would consider intimidating, hostile, or abusive.

Trine University and the MPAS Program are committed to cultivating diversity, inclusion, and fairness. Trine will not allow discrimination or harassment in any form. Any student found responsible for violating the policy on sexual exploitation or sexual harassment will likely receive a recommended sanction ranging from warning to expulsion, depending on the severity of the incident and any previous campus community standard violations. Read the full policy in Section 3.1 in the and online on the Trine University Title X webpage. (A1.02i-j)

7.5 University Sanctions, Hearings and Appeals

Detailed information is outlined in Section 5 in the Trine University Student Handbook. In addition to disciplinary policies and procedures, this section also includes information regarding Parental Notifications (5.5) and Parking Penalties/Appeals (5.6).

7.5.1 Disciplinary Policies and Procedures

Policies and procedures are outlined in the following sections of the Trine University Course Catalog University Disciplinary Review Board Process which coves complaint procedure and process.

Section 5.3 in the Trine University Student Handbook outlines the appeals process (A3.15g) for reported incidents brought to the Dean of Students and case review committee.

7.6 Student Grievance Procedure

The MPAS Program follows the University procedures for filing grievances. (A1.02i, A3.15)

7.6.1 Student Mistreatment

Mistreatment of PA students by any Program or instructional faculty, staff, or another student will not be tolerated. Examples of student mistreatment include but are not limited to, discrimination, sexual harassment, unprofessional relationships, abuse of authority, and abusive and/or intimidating behavior. Students who believe they have experienced or witnessed mistreatment should report such behavior to the Director of Academic Education or the Director of Clinical Education and/or Program Director for investigation, summary of the conclusion, and resultant action. If a student feels that a complaint has not been resolved at the program level, refer to policy 7.6.2 below.

7.6.2 Filing a Complaint about the Program to its Parent Institution

Students are encouraged to voice concerns they have and should attempt, in the first instance, to resolve a concern by using a direct and informal approach. Concerns may be addressed with the support and involvement or intervention of university faculty and/or staff members. It is advisable to voice concerns as soon as possible and to seek informal resolution, if possible.

If, however, a student feels that a complaint has not been dealt with satisfactorily he/she should use the appropriate process to have the issue addressed and are encouraged to submit a Formal Complaint Form. Further information related to academics can be found in the Trine University Course Catalog Academic Grievance Procedure.

Students who are not satisfied with the results of the complaint process can contact the Indiana Commission for Higher Education or Higher Learning Commission. Contact information and links are provided on the Student Grievance Procedure webpage.

If the Dean for the College of Health Professions is the object of the complaint, the Vice President for Academic Affairs (VPAA) will attempt to resolve the dispute. Students maintain their right to due process by filing all complaints and grievances against the college or program faculty or staff through procedures outlined on the Student Grievance Procedure webpage. Visiting students will operate under the same procedure.

Complaints concerning any violation of Title IX should refer to the Trine University Course Catalog Title IX Notice of Non-Discrimination. Any complaints of sexual harassment must be handled in accordance with Title IX policy and should be referred to the Director of Human Resources.

7.7 Other Policies
The preceding is not an exhaustive list. Please also refer to Trine University Student Handbook.

8.0 STANDARDS OF PROFESSION
The American Academy of Physician Assistants (AAPA) is the professional organization for physician assistants in the United States. There are many resources and benefits to being a member both as a student and professional. Please read and acknowledge the following in the appended form. Follow the instructions to submit the form electronically.

8.1 Guidelines for Ethical Conduct for the PA Profession (B2.18)
The American Academy of Physician Assistants (AAPA) has adopted Guidelines for Ethical Conduct for the Physician Assistant Profession. It is the responsibility of the student to uphold this code and values in all situations. Failure to uphold the AAPA Guidelines could result in failure of a course or clinical experience. Visit the AAPA website for more information.

9.0 CAMPUS RESOURCES
Trine University provides a number of institutional resources to support its students (A1.05, A1.09). Trine University's website has a resource section that can assist in the location of information for academics, campus resources, financial aid and student accounts, international services, and employment resource center.

Additional recommended resources include resource and instructional guides:
- AMA (11th edition) Citation Guide
- Evidence Based Practice in Healthcare
- Health Sciences Literature Review
- PANCE Prep
- Physician Assistant
- Physician Assistant Library - Clinicals
- Physician Assistant Library - Didactic
- Research Methods for the Health Sciences

9.1 Learning Resources

The following library-provided databases (e.g., electronic collections of published works) are highly recommended.

ACCESS ▶ Medicine.

An online medical resource that provides students with tools for basic and advanced studies, clerkships, and crucial test prep with interactive content, self-assessment, and a complete full-text library of clinical and basic science textbooks.

LWW Health Library® PA Rotations/Specialties

Offers a collection of content for each of the core PA rotations in a user-friendly online portal. Users can quickly access key texts for Internal Medicine, OB/GYN, Pediatrics, Surgery, Family Medicine, and Psychiatry, and save chapters in PDF format for offline reading. Key general reference and exam preparation texts, including O'Connell's Comprehensive Review, as well as over 150 case studies and 4,700 Q&A are a key piece of this collection as well.

See also: A to Z Databases: Health Sciences

You can also search or browse journal titles using the A to Z Journals interface.
The following are program-provided resources to support student learning. Students will be provided with links and login information.

U UpToDate

A clinical decision support resource which provides quick access to physician-authored clinically relevant, evidence-based answers to clinical questions.

It's easy to register for an UpToDate account:
1. Go to http://www.uptodate.com/ while connected to the Trine University network.
2. Click the *Register* link in the top right of the page and complete the registration page.
3. Log in with your UpToDate username and password every time you use it to maintain access.

STATPEARLS
CONTENT IS KING

A question bank and medical library which contains 8, 500 peer reviewed articles accompanied by multiple choice questions.

Students will receive an email in January of the spring 1 didactic semester to complete registration and begin accessing content.

RoshReview
A BLUEPRINT PREP COMPANY

A comprehensive educational resource for healthcare providers and health professions students which includes content and learning tools to support students in knowledge acquisition. The resource provides practice tests in subjects included on the PANCE certification exam. Students can use either the "tutor" or "test" mode. In tutor mode, students can review detailed explanations after answering a question correctly or incorrectly with teaching images and hyperlinked references to further solidify clinical knowledge. The Clinical Administrative Assistant will provide instructions for accessing during the clinical phase.

9.2 Student Success and Support

The goal of Academic Support Services is to assist all students to become efficient, self-confident, and independent learners. For additional information on academic and student support services refer to the College of Health Professions Student Success and Support.

The College of Health Professions provides students with support services to assist you as you complete your degree. Library services, academic advising and the Academic Success Center are just some of the ways we help you make your academic journey a success. Even after you graduate, our career counselors are available to help you find career opportunities.

9.2.1 Academic Advising
At the beginning of your program, you will be assigned an academic advisor (mentor) to help guide you through your program. You will meet with your advisor (mentor) at least once during each program phase, but more frequently if you choose to.

9.2.2 Academic Success Center
Students also have access to Trine's Academic Success Center (ASC), with a variety of services to assist you. Learn more about the Academic Success Center.

ASC is part of the Office of Student Affairs.

9.2.3 Student Affairs
The Division of Student Affairs at Trine University collaborates with professional staff, student leaders, and academic partners to ensure all members of the Trine community feel welcomed and are fully integrated into university life. One of its primary goals is support the holistic growth and development of its student body within an inclusive and equitable campus environment through provision of educational programs, social activities, services, resources, and advocacy. Areas of focus are illustrated in the graphic below.

Students are encouraged to participate in campus life and in the creation of their own campus culture as they develop the skills, espoused in the university's mission statement, to succeed, lead, and serve both professionally and in life.

To that end, the Dean of Students Affairs will visit the College of Health Professions campus one day per month during the academic year to be available to students in need of assistance finding any resources or the appropriate contacts for their needs. Additionally, feedback will be collected from students to assess future service needs. Look for occasional giveaways. Planned events or activities will be shared with students as they are scheduled.

Mike Black, Ed.D
Dean of Student Affairs
260-665-4171 | blackm@trine.edu

See also the contact page for members of the Office of Student Affairs staff.

9.2.3.1 Student Health Services

MPAS students do not pay fees for health services, so they are not eligible to use the main campus Student Health Center. Students may seek care from local providers (e.g., RediMed, pharmacy walk-in clinics, etc.), utilizing their own health insurance. When students work on clinical rotations, they should seek needed medical care as per their personal health insurance regulations.

The MPAS Program does not permit students to ask or seek medical advice or treatment from any core faculty, the Medical Director, the Program Director or clinical preceptors if on rotation, except in the case of an emergency. (A3.09)

The program will excuse students from classes for personal problems that may impact their progress. In addition, Parkview Health provides counseling to health science students. This includes one day per week on the College of Health Professions campus. The schedule will be shared with students and posted daily on digital signage. For a free initial screening and guidance toward the appropriate level of care and resources, Parkview Behavioral Health directs one to call the Behavioral Health Help Line, which provides access to competent professionals, at (260) 373-7500 or (800) 284-8439, anytime 24 hours a day. For more information, visit: https://www.parkview.com/services-specialties/behavioral- health/behavioral-health.

Shelly Edwards, MSEd, LMFT
Counselor
260.665.4809 | edwardss@trine.edu
To learn more visit:
https://www.trine.edu/campus-life/health-wellness/counseling.aspx
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9.2.3.2 TrineCares

It can seem difficult at times to make the right connection and find the help you need.
TrineCares is a one-stop source for commonly accessed resources and can help point you in
the right direction. Never hesitate to seek advice or ask questions- we are all here to help!

9.2.4 Library Services
The College of Health Professions has a Learning Resource Center (LRC) with collections of
current texts, journals, periodicals and reference materials application and related to the
curriculum and continued professional growth in your field. Various items are kept on reserve at
the LRC for on-premises use only. Interlibrary exchange is available via interlibrary loans (ILL)
from the main Trine University library and libraries worldwide. Physical materials can be
delivered and/or returned as needed. Additional materials are available online for student use.
These include access to eBooks, streaming media, full-text articles, images, and more through
WorldCat Discovery, branded Trine Library's Research Hub. Visit Trine's library. *Login using
your Trine credentials (email and password).*

The LRC provides study space and three desktop computers with networked printing. Students
can also borrow laptop computers installed with specialized software to support your program of
study. Additional study space is available in the student lounge including a private group study
space.

A librarian is assigned to the College of Health Professions (CHP) and is available on-site
Monday-Friday from 8:00 am – 4:30 pm. The librarian's office 106I is located in the MPAS
Program Suite. She is available for drop ins when not otherwise engaged or by appointment
through a Book-A-Librarian module. Ms. Brewer also provides support to CHP programs for
assessment/accreditation and accessibility, serving as survey manager and test proctor in
addition to other related duties. Appointments for a test proctoring can be made using the
booking module linked above.

Kristina Brewer, MILS
Director for Library, Assessment, and Accessibility Services
Professional Studies, Graduate Studies
Trine University Fort Wayne
College of Health Professions, Office 106I MPAS Program Suite
260.665.4161
brewerk@trine.edu
Schedule an appointment here.

9.2.5 Employment/Career Services

The Employment Resource Career Center provides support for career placement providing information for all aspects of employment. Career coaches provide resources and job skills training including skills assessment, building resumes, cover letters, portfolios, and other career documents, preparing for an interview, evaluating job offers, and networking.

Career Services can meet with you in person, through a phone call or virtual meeting or through email. You don't have to be on the Angola campus to get the benefits of their expertise. Learn more about our Career Services office.

A career counselor is assigned to the College of Health Professions. Virtual appointments can be scheduled by visiting the linked page.

Jason McGrogan, MS
Jannen School of Arts and Science
College of Health Professions
Rinker-Ross School of Health Sciences
260.665.4124
mcgroganj@trine.edu
Schedule an appointment here.

9.2.6 Writing Support Services

The Amy Salyer-Nicholls Writing Center provides a staff of tutors to assist students on any form of writing at any stage of the process, including brainstorming, drafting, revising, and editing. Session types include:
- Face-to-face: meet with a tutor in the Writing Center[1]
- E-tutoring: submit your document with the online calendar system for review and feedback
- Online: meet virtually with a tutor using Zoom
- Walk-Ins are welcome during our daytime hours!

Appointments are scheduled in 30-minute increments. Students can make multiple reservations to expand tutoring time as needed. If your paper or project is longer than 5 pages, or you have multiple issues for review, please make a longer appointment. Plan ahead! Provide at least a week before an assignment is due for first draft reviews.

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[1] The Writing Center is located in the LINK in the Rick and Vicki James University Center (Room 129).

Any questions can be directed to Dr. Janelle Pulczinski, Writing Center Director, at pulczinskij@trine.edu or the Writing Center general email account at writingcenter@trine.edu.

9.2.7 Tutoring

For help with specific subjects, Trine University provides online and distance students with access to Tutor.com which provides over 3,000 online tutors who work with students in a one-on-one live session to follow the methodology your instructors are using in class. Through a series of interrogative prompts, tutors guide you to an understanding of the subject matter and will assist you need. This fully online tutoring service that provides 24/7 access in more than 40 subjects including 16 covering Nursing and Allied Health topics. For more information on online tutoring visit https://www.trine.edu/online/student-support/tutoring.aspx.

Nursing & Allied Health

- Acute Care
- Allied Health
- Care Plans
- Clinical Assessment
- Clinical Management
- Community Health Care / Health Services
- Epidemiology
- Evidence-Based Practice

- Healthcare Administration
- Medical Coding and Billing
- Medical Surgical
- Medical Terminology
- NCLEX®
- Pathophysiology
- Pediatrics
- Primary Care

Tutoring sessions take place in an easy-to-use online classroom, which runs in a web browser. Tutors can also assist with studying, note taking, time management, organizational skills, and test preparation.

To access your Tutor.com account, follow the login instructions. In addition to live help, you will also be able to view recordings of your previous sessions, drop off paper for review and feedback and save favorite tutors and see their schedule of availability.

It is recommended to have any questions ready for your tutor before you connect. Enter your question and any important notes in the pre-session questionnaire; this will save you time while you are in your tutoring session.

9.3 Technology

All students enrolled in the MPAS program are required to have or purchase a laptop computer or tablet that meets the minimum specifications before attending their first class. Participation will require basic technology for all students. Each student in the MPAS program must have basic computer competencies. Students will be asked to complete assignments using various Web based applications. In order to successfully complete these assignments students must have access to technology meeting the minimum specifications. Refer to the following webpage regarding minimum specifications for computers: What computer should I buy?

9.3.1 IT Services

Trine's Information Technology Services (ITS) is available to assist you with your technology needs. Contact 260-665-4275 or help@trine.edu. You may also visit the ITS support page which includes FAQ and a system for reporting technology-related issues. Learn more about our IT Services.

ITS also provides training materials to guide students in their use of the university's learning management system, Moodle. Login with your Trine credentials.

An ITS help desk technician is available on the College of Health Professions (CHP) one day per week. The schedule will be shared with students and posted daily on digital signage.

10.0 GUIDE TO THE CLINICAL PHASE
10.1 Curricular Aspects

Policies and procedures related to the clinical phase curriculum are outlined below.

10.1.1 Curriculum

The clinical phase of the Master of Physician Assistant Studies (MPAS) program runs over the course of approximately three semesters with nine clinical rotations organized in five-week blocks. During the clinical phase, the students will follow the schedule published by the Director of Clinical Education.

Students are not eligible for experiential phase courses until they have successfully completed all didactic phase courses. The Supervised Clinical Practice Experiences (SCPE) sequence is individualized for each student. This phase also includes two other courses each semester - Senior Seminar and Graduate Project.

The MPAS program must ensure that students meet program requirements for the clinical phase, and, as such, the program will assign the clinical practice experiences. The program reserves the right to assign rotations and supplemental activities to make certain students meet requirements.

10.1.2 Clinical Practicums (Rotations)
1. Students are required to participate in clinical education practicums during their training.
2. There are program required rotations and opportunities for elective rotations.
   a. Required are practicums in Family Medicine, Internal Medicine, Emergency Medicine, General Surgery, Women's Health, Pediatrics, and Behavioral Health.
   b. The student will have opportunities to explore elective rotation experiences depending upon preceptor availability.
3. The program must ensure that students meet program requirements for the clinical phase, and, as such, reserves the right to assign additional rotations/supplemental activities to be sure requirements are met.
4. The student must pass all major components of the clinical rotation in order to pass the clinical practicum.
5. The Trine University Course Catalog outlines clinical phase courses.
   1. Prospective and current students can learn more about courses by reviewing the course descriptions outlined in the Degree Requirements section of the catalog.

10.1.3 Clinical Rotation Schedule
1. All scheduling of clinical rotations will be the responsibility of the Director of Clinical Education.

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2. Student preference will be considered in regard to preceptor requests, preceptor/site availability, rotation timing, etc.
3. The Director of Clinical Education has the right to change any clinical rotation assignment at any time.
4. Any recommendation for preceptor/site may be approved or denied as deemed necessary by the Director of Clinical Education.
5. Missing more than 3 days of any rotation could require the student to repeat some or part of the rotation at a later date.
   a. This could delay completion of the program and graduation.

10.1.4 Call Back Sessions

1. Call Back/End of Rotation (EOR) sessions will include:
   a. the student taking EOR exams for the corresponding required clinical rotations
   b. advising meetings with faculty members
   c. PANCE review sessions
   d. professional development lectures
   e. skills review sessions
   f. remediation if needed
2. The sessions will take place with dates varying based on the clinical rotation schedule.
3. The final required call back session will take place after the final rotation.
4. Please refer to the Clinical Rotation schedule which will be posted by the Director of Clinical Education for more information and dates.
5. These sessions are mandatory to complete graduation requirements.

10.1.5 Remediation (A2.03, A3.15c, A3.17d, B4.01b)

Throughout the course of study, the program will monitor students to make certain that they are achieving the required academic milestones and clinical competencies.

The student is required to pass each End of Rotation (EOR) exam as scheduled prior to proceeding with the clinical year. If the student does not pass the EOR exam they will need to complete exam remediation as follows:

Failure of scheduled End or Rotation (EOR) exam:
1. Failure of the initial EOR exam:
   a. Retake the EOR exam, for the same topic, within a time frame as decided by the Director of Clinical Education.
   b. The Director of Clinical Education will assist the student in formulating a strategy for success.
   c. The Director of Clinical Education may refer the student to the Student Success Committee (SSC) for additional recommendations.
2. If the student passes the EOR exam on the second attempt:
   a. The student is qualified to proceed with the clinical year.
   b. The Director of Clinical Education will determine if an additional academic improvement plan (AIP) is required.
3. If the student does not pass the EOR with their second attempt:
   a. Student will receive a failure of the course.
   b. The student may also be referred to the Student Success Committee (SSC) for evaluation and the SSC may recommend remediation, deceleration, or dismissal from the program.
   c. If determined to remediate, the student will be allowed to proceed with the clinical year but will need to repeat the failed course at the end of the clinical year.

    d. Repeating a failed course will result in a delay of graduation.
4. If a student fails the first attempt and passes the second attempt on three EOR exams in a row, they must pass the remaining EOR exams on the first attempt. Failure to pass on the first attempt will result in re-evaluation by SSC.
5. If the failed EOR exam occurs in the last clinical practicum:
    a. The student will retake the EOR exam within 5 days.
    b. Failure of the retake EOR exam will result in failure of the course, delay of graduation, and result in referral back to Student Success Committee (SSC), in accordance with policy.
6. The student is responsible for the cost of any additional courses or time required by remediation or deceleration.

Failure of Preceptor Evaluation of Student (PES)
The student is required to pass each major component of the Clinical Rotation as described in the course syllabus to pass the scheduled Clinical rotation.

Upon passing the scheduled PES, the student is qualified to proceed with the clinical year.

Failure of the PES in any rotation will result in referral to SSC for further action.

10.1.6 Graduation Requirements
See section 5.11.

10.1.6.1 Graduation Audit
See section 5.11.1.

10.1.6.2 Graduation for MPAS Students
See section 5.11.2.

10.2 Clinical Phase Assessment
Evaluation is a necessary and useful tool in education. To be worthwhile, it must be done in an honest, continuous, shared process, and the results must be acted upon. To be effective, the atmosphere must be open, allow for discussion and opportunity to learn or practice areas of deficiency should follow. Evaluation must occur in the clinical experience.

Evaluation refers not only to evaluating the student's skills, but also refers to evaluation of the curriculum, the faculty, and the clinical facility. All aspects of the evaluative process should include student input. The following are aspects into which students are expected to provide input for the Clinical Education Sites. Additionally, preceptors evaluate student performance in clinical rotations.

10.2.1 Summative Evaluation
See section 5.7.

10.2.2 Clinical Rotation Assessment
Assessments for Supervised Clinical Practice Experiences (SCPE) for each clinical rotation will be outlined in course syllabi.

10.2.3 End of Rotation Preceptor Evaluations of Student

Each clinical rotation will have an End of Rotation Preceptor Evaluation of Student. These evaluations are a key component of the clinical year rotations. The required clinical rotation's End of Rotation Preceptor Evaluations of student are worth 40% of the course grade, whereas elective clinical rotation's End of Rotation Preceptor Evaluations are worth 80% of the course grade. Each 5-week rotation is a course. The program utilizes the preceptor evaluations to track the progression of students through the clinical year to gauge their clinical skills and knowledge. The preceptor will be evaluating students based on the competencies required for professional practice including patient-centered practice knowledge, clinical reasoning, problem solving, clinical skills, society and population health, health literacy and communication, interprofessional collaborative practice and leadership, professional and legal aspects of health care, and health care finance and systems. End of Rotation Preceptor Evaluations of the Student are due by 5:00p EST on the last day of the rotation. Students are required to make sure these are turned in on time.

The grading scale below will be utilized for each End of Rotation Preceptor Evaluation section. Final score will be an average of all the scores combined.
- (5) Exceptional skills demonstrated; excels in competency; student is prepared for minimally supervised practice in this area
- (4) Above average; student above average competency; student is prepared for moderately supervised practice in this area
- (3) Average; student is prepared for practice; meets expected competency, but needs moderate guidance and supervision in this area
- (2) Fair; met minimum requirement; barely meets competency; student may be prepared for practice, but will need a significant amount of guidance and supervision in this area
- (1) Poor; student did not meet requirement; student is not competent; student is not prepared for clinical practice in this area

The score will be averaged for the evaluation and must be at or above 3 in order to be considered a passing grade for the evaluation. If the evaluation grade is lower than a 3, the Director of Clinical Education and the Student Success Committee (SSC) will reach out to the student to start the remediation process for the rotation. Subsequently, the student may be required to repeat a clinical rotation, or, in the case of more than one preceptor evaluation which is failed, the student may be considered for dismissal from the program. If an area of concern is identified on the preceptor evaluation, a 1 or 2 is given in a section, the student will be required to meet with the Director of Clinical Education and the Student Success Committee (SSC) and will initiate a remediation process based on this evaluation.

10.2.4 End of Rotation Exams (EOR)

EOR exams will be administered during the call backs at the end of each required clinical rotations. Students will be assigned the EOR exam that corresponds with the prior clinical rotation. For students with two required 2.5-week rotations back-to-back, they may take one EOR exam and defer the other exam to an elective call back day. Alternatively, they may take both of the required EOR exams, though this is not recommended. The program utilizes the PAEA EOR exams for continuity and additional PANCE Board preparation. End of rotation exams are written by PAEA and follow their rotation topic list as well as the NCCPA Content Blueprint. The exams go through rigorous review to ensure accuracy and consistency, making them ideal tools for evaluation of PA student medical knowledge. See the PAEA EOR website

for more information regarding testing: https://paeaonline.org/assessment/end-of-rotation/content.

A student who is in a clinical elective rotation will not be required to take an EOR exam but must be present for the entire call back session. Students are expected to utilize this time during exams to prepare for the PANCE or complete any administrative requirements.

10.2.5 Faculty Assessment of Site
Each site that is used for rotations will have at least one site visit completed in person or virtually by video chat by a clinical committee or faculty member annually. The member completing the site visit will evaluate the site's ability to meet program and ARC-PA standards. This also allows for any concerns to be addressed at that time.

10.2.6 Conditions for Testing
See section 5.8.3.

10.2.7 Academic Misconduct
See section 6.3.

10.3 POLICIES AND PRACTICES FOR CLINICAL YEAR
The MPAS program policies apply to all students regardless of location. The rare exception may be at a clinical site in which a signed clinical affiliation agreement may have policies that supersede those of the program. The program orients its students to program policies during the new student orientation, and to clinical policies at the clinical phase orientation.

10.3.1 Roles and Responsibilities for Clinical Year

10.3.1.1 Director of Clinical Education
The Director of Clinical Education is a core faculty member in the MPAS program who oversees the experiential education phase. In conjunction with the PA faculty, the Director of Clinical Education plans, organizes, develops, facilitates, coordinates, administers, monitors and assesses the clinical education component of the curriculum. Responsibilities include, but are not limited to:
1. Screening clinical education sites.
2. Selecting clinical education sites which will provide quality clinical education for the students.
3. Securing Clinical Affiliation Agreements for clinical education sites.
4. Developing and coordinating the selected clinical education site(s).
5. Assignment of students to the sites.
6. Developing, planning, organizing, facilitating, coordinating, supervising, monitoring, assessing and troubleshooting the clinical education experiences with the assistance of the Instructor of Record (IOR).
7. Providing feedback to preceptors such as from the Evaluation of Preceptor and Site surveys.
8. Assisting preceptors in development, implementation, and evaluation for quality clinical education experiences.
9. Sending the course syllabi, learning objectives, Preceptor Handbook, immunization status and other appropriate information to the clinical site/preceptor.

10.3.1.2 Instructor of Record (IOR)

The Director of Clinical Education (CC) the IOR for all rotations. The CC is the clinical PA student's first point of contact regarding a rotation including reporting absences. The CC is responsible for the program-based review of the students, including evaluation of assignments, review of preceptor evaluation of students. The CC will assign grades for the clinical experience. Issues at a site will be vetted by the Director of Clinical Education as relevant.

10.3.1.3 Clinical Sites

Settings in which learning opportunities and guidance in clinical education is provided for PA students. The clinical education site may be a hospital, clinic or other setting that is affiliated with Trine University through a contractual Affiliation Agreement.

10.3.1.4 Preceptors

Preceptors are licensed health care providers who engage in the students' on-site clinical education. Physicians and PAs are the most utilized preceptors by the program. While the educational institution/program does not usually employ these individuals, preceptors agree to certain standards of behavior through clinical contractual arrangements for their services. Responsibilities of the Preceptors include but are not limited to:

1. Planning the clinical education learning experience for the student using the instructions for the clinical rotation and the student's previous clinical experience as a guide.
2. Providing an opportunity for students to learn the roles and responsibilities of a PA/medical provider while being supervised to reinforce knowledge, skills and behaviors acquired in the classroom.
3. Modeling, for the student, the role of the PA/provider in a clinical setting.
4. Assigning specific cases to the student so the student can perform examinations, interventions, patient education, communication with others, documentation and all other responsibilities associated with the specific cases.
5. Providing ongoing, informal feedback on student's performance, as well as formal, written evaluations so students can discover strengths, areas needing improvement, and suggestions for additional learning experiences.
6. Providing an opportunity for the student to participate in departmental activities, including departmental meetings, in-services, case reviews, patient care conferences, rounds, etc.
7. Maintaining communication with the Director of Clinical Education or IOR as necessary regarding the students' performance.

10.3.1.5 Physician Assistant Students (PAS)

The PAS shall be considered the extension of his/her specific preceptor and is permitted to perform tasks delegated to him/her by the preceptor. The PAS is to be an active learner involved in all aspects of patient care from documenting in the medical record to performing bedside or in office procedures.

Prior to the student's arrival at the assigned clinical education site, the student is responsible for:

1. Providing current Clinical Requirements/Required Documentation to the Director of Clinical Education.
2. Reviewing information pertinent to the assigned clinical site.
3. Reviewing the policies of Trine University and program policies as stated in the *MPAS Student Handbook* Guide to the Clinical Phase section and related course syllabi.
4. Completing pertinent student personal data information for the preceptor.
5. Contacting the clinical site 2 weeks prior to the start of the clinical education experience to determine information regarding location, parking, clinic hours, dress code, etc.

a. If requested by the site, the student must submit up-to-date health information along with verification of health insurance, immunizations, background check, OSHA training, HIPAA training, CPR and/or ACLS certifications, and any additional information that the site is requesting

While at the assigned clinical education site, the student is responsible for:

1. Following site specific, as well as program policies, procedures, and requirements. Contact the clinical site supervisor and the DCE if you are injured on rotation.
2. Adhering to the policies of Trine University and program policies as stated in the *MPAS Student Handbook* and *Clinical Handbook* and related course syllabi.
3. Introducing self to patients, family members, and other healthcare providers as a <u>Trine University PA Student</u>.
4. Obtaining verbal consent from patients to actively engage in patient encounter learning opportunities.
5. Reflecting on the quality of his/her own mastery of professional knowledge, attitudes, and skills by completing the required student self-assessment.
6. Evaluating the effectiveness of the clinical education experience at the clinical education site and providing feedback to the clinical education site and clinical instructor by completing the Mid Clinical Report, Student Evaluation of Preceptor Site survey, and electronic Patient Encounter Log.
7. Providing proper identification while on clinical rotations.
   a. This includes Trine ID badge, white lab coat, along with any identification required by the site.
8. Completing all required health screens, immunizations, background checks, drug screens and orientations as required by Trine and the clinical site, in a timely manner.
9. Successfully completing CPR/BLS, ACLS, HIPAA training, OHSA standards, Universal precautions, and procedural skills prior to clinical rotations.
10. Successfully completing other requirements, such as PALS, as mandated by specific clinical rotations.
11. Ensuring proper attendance throughout the clinical year.
    a. Notification must be made prior to an absence to the DCE, the IOR, as well as the preceptor, if absence should occur.
    b. The preceptor must be contacted in their preferred method.
12. Logging time and all patient care contact and procedures through clinical software as instructed.
13. Completing site and preceptor evaluations as instructed.
14. Attending, in entirety, all EOR sessions – unless prior approval from DCE.
15. Communicating effectively and professionally with clinical site, preceptor, and the DCE and program throughout the clinical year.
16. Contacting the IOR/DCE if medical needs should arise, do not seek medical advice from your clinical preceptor unless it is an emergency situation.
    a. Student should seek medical care through their primary care physician and/or a local walk-in clinic/emergency department as needed.
17. Not using smart phones, smart watches or any devices without the clinical site manager's approval.
    a. Put your phones on silent during clinical rotations.
18. Returning any electronic devices given to you during clinical rotation, in the manner of which you received it, to the site manager or clinical preceptor.
19. Understanding and performing, when applicable, course goals, learning outcomes, and objectives for each clinical rotation as defined by the respective course syllabus.

20. Reporting to the program if the supervising physician is on vacation for longer than a two-day time period.
    a. Failure to comply with the above stated policy will result in the student being placed on probation for the remainder of the clinical year.

10.3.2 Clinical Year Attendance

Attendance during the clinical phase is mandatory and necessary to successfully complete the Trine MPAS Program. Some sites may have evening, weekend and holiday hour requirements, as well as additional meetings or conferences which are mandatory. Students are required to follow clinical site's schedule as determined by the clinical site preceptor. Students can have no more than 5 scheduled excused absences during the entire clinical year. The following policies apply:

Unscheduled Absences

Absences Due to Emergencies/Illness/Bereavement
1. If a student is going to be absent due to an emergency, illness, or injury; the student must:
    a. Notify both the preceptor or designee at the clinical rotation site and the Director of Clinical Education by the start of the clinical day of the absence.
    b. Clinical Absence Form with preceptors' signature is required to be submitted by the next day of the attended clinical for the absence to be considered excused.
       i. If a student does not follow all these steps, the absence will be considered an unexcused absence.
2. The policy for bereavement absences for a death in the immediate family is to grant a 3-day maximum leave from rotation.
    a. Students must communicate such instances immediately to the Director of Clinical Education and clinical site preceptor.
    b. Clinical Absence Form with preceptors' signature is required for the absence to be considered excused and must be submitted by the next day of the attended clinical.
       i. If a student does not follow all these steps, the absence will be considered an unexcused absence.

Scheduled Absences

Category I CME
Students are allowed time off during the Clinical Phase for the purpose of attending medical conferences/certification programs. For the absence to be considered excused for the purpose of obtaining Category I CME:
1. Students must obtain approval for the absence from the Director of Clinical Education prior to confirming attendance at the conference. Request for Absence Form must be completed and submitted to the Director of Clinical Education.
2. Students must inform clinical site preceptor at least 1 week prior to absence to avoid conflicts with on-call or other clinical duties. Clinical Absence Form with preceptors' signature is required for the absence to be considered excused.

Interviews for Post-Graduation Career Plans
1. Please refer to the clinical callback schedule to schedule interviews during the clinical year.
2. If no interview can be scheduled during the callback time, absences may be approved at the Director of Clinical Education's discretion. Student must contact Director of Clinical Education in advance to the absence for it to be considered excused.

3. Clinical Absence Form with preceptors' signature is required for the absence to be considered excused.

Non-Emergent Medical Appointments
1. Please refer to the clinical callback schedule to schedule non-emergent appointments during the clinical year.
2. In the event of no medical appointments are available during callback weeks, absences may be approved at the Director of Clinical Education's discretion. Student must contact Director of Clinical Education in advance to the absence for it to be considered excused.
3. Clinical Absence Form with preceptors' signature is required for the absence to be considered excused.

Unexcused or Excessive Absence or Other Unprofessional Behavior
1. In the case of unexcused or excessive absences, consistent tardiness, or other unprofessional behavior, the student will be referred to the Student Success Committee for further action.

10.3.3 Patients
Throughout the clinical education process, preceptors will select/assign students to work with specific patients who may assist the student in applying knowledge and gaining skills.
1. Patients should grant verbal consent for a student to provide care.
2. Patients may refuse involvement with students at any time during the clinical education process with no risk to their rights and access to/provision of care.

10.3.4 Clinical Encounter Chaperones
For patient encounters of a personal nature, students should have a chaperone in the room while performing some exams and procedures.
1. For encounters involving minors, a parent or guardian should be present.
2. When performing GU exams (genital, rectal or pelvic), the following should be present: a family member, nurse, etc.
3. When the student feels a patient is potentially violent, the preceptor or another staff member/site security should be present.
   a. During the time a student is alone in such a case, the student should be positioned between the patient and the door so the student can leave and go for help if necessary during the encounter

10.3.5 Assignment to Clinical Rotations
Clinical placement decisions are made under the supervision of the Director of Clinical Education (DCE) and are based on mandatory course requirements, the individual learning needs of the student, student preferences, and site availability. Placement policy ensures appropriate experiences are integrated with the didactic portion of the program while still recognizing individual student differences and educational needs. Students are only placed at sites in which there is an active Affiliation Agreement.
1. Students are assigned to clinical education experiences in a variety of practice settings. The required areas of experiences are:
   a. Family medicine
   b. General surgery
   c. Internal medicine
   d. Emergency medicine
   e. Women's Health (OB/GYN)
   f. Behavioral Health

   g. Pediatrics
   h. Elective
2. Electives can be in any medical area or sub-specialty that is properly affiliated with the program.
3. The distribution of clinical placements includes outpatient, inpatient, and chronic care settings.
4. Each type of clinical experience exposes students to differences in: patient problems, acuity, complexity, clinical skill development, interactions with other health care professionals, practice issues, documentation, and culture.
5. Requests for clinical slots will be made by the Clinical Education staff only; no student will be required to request or establish a rotation from a clinical site.
6. Students can expect that placement options will only exist from a listing of currently affiliated sites.
7. Students will not be permitted placement at a site unless there is an affiliation agreement between the site and Trine University.
8. The student may meet with the Director of Clinical Education to discuss site placement options; however, the Director of Clinical Education holds ultimate authority for final placement decisions.
9. Students will not substitute for clinical or administrative staff during supervised clinical practical experiences.
10. Students are not to request any changes to a clinical rotation 30 days prior to the rotation start date if a rotation is finalized.
11. The DCE has the right to change any clinical rotation assignment at any time.

10.3.6 Requests for Rotations
1. If students request a change after the MPAS program has secured the rotation, the Director of Clinical Education has the right to send the student to that site as originally planned.
2. The program also has the right to assign students to supplemental experiences in lieu of student wishes when the supplemental experience is deemed necessary to meet the program's expectations for the clinical year (e.g., to remediate or supplement rotation hours, patient demographics, procedures, etc.).

10.3.7 Student Initiated Clinical Experiences
1. Students may initiate a request for a clinical site but are not required to solicit sites for their clinical experiences.
   a. The student is to submit information through the *Student Initiated Preceptor/Site* form to the Director of Clinical Education and the Clinical Administrative Assistant.
   b. Students are required to submit form 60 days prior to start of requested rotation.
2. Students are not guaranteed placement with an initiated request.
3. Final approval by Director of Clinical Education will be based on if the site or preceptor meets program expectations, ARC-PA standards, credentialing, and certifications.

10.3.8 Conflicts of Interest
1. Students shall not be assigned to clinical sites where a real or perceived conflict of interest may affect the educational experience.
2. Failure to disclose conflict of interest prior to the clinical rotation will be treated as unprofessional behavior and will be referred to Student Success Committee (SSC).
3. The Student Success Committee (SSC) could make decisions that include termination of the student at the clinical rotation, repeating the clinical experience, or even failure of the clinical rotation.

10.3.9 Issues or Concerns

1. Students are required to contact the Director of Clinical Education (DCE) if there are any issues or concerns they have regarding the clinical rotation.
2. The DCE will follow up with the student to investigate and act as needed.
3. The DCE will take more significant issues to the program or Medical Director as necessary.

10.3.9.1 Confidentiality

The faculty of Trine University MPAS Program believes all individuals have the right to privacy. The maintenance of confidentiality helps to build trusting relationships and keep lines of communication open. The faculty also believes that protecting individuals from biasing may aid in the teaching-learning process. With this in mind, the program asks all participants in the clinical education process to support the right of individuals to professional, clear, and confidential communication to maximize the learning potential of all involved. Should problems arise during clinical experiences, the program recommends the following steps be taken:

See also section 6.6.

10.3.10 Travel and Living Expenses

By nature of the clinical education experience, students will be traveling to various clinical site locations throughout Indiana and the United States.

1. A reliable vehicle is required.
    a. Although many clinical affiliations are within driving distance from Fort Wayne, it is impossible to schedule local placements for all rotations.
    b. Therefore, all students should be prepared to travel outside of the Fort Wayne area if necessary.
2. There are no guarantees on location of clinical assignments.
3. Students are responsible for all expenses of travel to clinical education sites, including the expense of temporary housing and other living expenses.
    a. Students are advised to prepare in advance for this expense.
    b. The MPAS program will not arrange housing or other temporary living arrangements for students assigned to out of town clinical experiences.

10.3.11 Safety at Clinical Sites

Student security and personal safety is of utmost importance to the faculty and staff of the MPAS program.

1. The Director of Clinical Education expects all clinical sites to assure student safety while at a clinical site or facility.
    a. Each site is evaluated for student's safety annually during the site visit by faculty or staff member.
2. Students are reminded to contact the program immediately if they ever feel threatened or unsafe in any way.
3. See also section 4.9 Health and Safety.

10.3.11.1 Severe Weather

1. During severe weather students are expected to exercise good judgment regarding safety
    a. In the event of inclement weather, students are expected to adhere to the inclement weather policies of the affiliating clinical site; therefore, unless the clinic is closed, the student is expected to make reasonable effort to attend.
    b. Students on full-time clinical assignment will NOT follow the inclement weather closings by the university but rather of the clinical site/facility they are working at during the rotation.

c. Students are to notify the program of any absence from clinical activities including those related to severe weather.

10.3.11.2 Student Injury/Medical Emergency During a Clinical Affiliation

1. The supervising clinical personnel will handle student injuries according to policies of the clinical site.
   a. For example, there may be triage for the extent of injury to determine if the student can remain in the clinical area.
2. If the student requests/needs medical care during time on site with a clinical affiliate, the supervising clinical personnel will assist the student in obtaining appropriate care.
3. The program faculty and/or supervising clinical personnel have the right to not allow the student to participate in class based on the extent of the injury.
4. In the case of emergency or injury, the student is responsible for the cost of emergency services in off-campus education experience.
5. It is recommended that the student see their own health care provider for follow up care.
6. In the case of emergency or injury, the student and the supervising clinical personnel are required to notify the Director of Clinical Education or the program (pa@trine.edu).

10.3.11.3 During a Clinical Experience or Outside Program-Related Activity

1. The student must notify their preceptor/designated supervisor and Instructor of Record (IOR) or Director of Clinical Education or academic advisor/outside program faculty immediately of emergency/injury.
2. The student or PA faculty will complete necessary paperwork required by the clinical affiliate as well as Trine University Incident Form, due to the Program Director within 24 hours.

10.3.11.4 Injury from Sharps and/or Exposed Mucous Membrane

1. If exposed to blood or body fluid, follow Center for Disease Control and Prevention current guidelines.
2. Inform preceptor ASAP and follow clinical affiliates guidelines.
3. Complete the Incident Report form and return it to the program as directed.
4. Information about HBV, HCV, and HIV transmission and post-exposure prophylaxis (PEP) can be found:
   a. Exposure to Blood http://www.cdc.gov/HAI/pdfs/bbp/Exp_to_Blood.pdf (or successor document).
   b. 2013 MWMR Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HIV and Recommendations for Postexposure Prophylaxis and 2001 Guidelines for Management of exposure to HBV and HCV http://www.cdc.gov/niosh/topics/bbp/emergnedl.html (or successor document).

10.3.12 Liability Insurance

1. Trine University provides liability insurance to all PA students during the program.
2. The liability insurance policy covers students on assigned clinical rotations and does not cover the student during any outside duties.
3. The insurance covers the amount of $1,000,000/$3,000,000 and is noted in the affiliation agreement between Trine University and the clinical sites/preceptors.

10.3.13 Health Documentation Requirements

1. All Trine MPAS students are required to maintain their personal health records in good standing.
2. Immunizations must be up to date for health professionals based on the CDC guidelines. This must be documented prior to starting any clinical rotation.

3. Additional requirements may be made by specific clinical sites, which the student must take care of in a timely manner.
4. All immunizations and titers are the financial responsibility of the MPAS student.
5. The MPAS program will not allow students, who do not complete or do not pass a drug test as required by preceptor sites, to participate in clinical rotations.

10.3.14 Required Vaccines and/or Titers

To be completed prior to the clinical phase:

- Hepatitis B - 3 or 2 dose series AND a HBsAb titer that shows immunity.
  - If "not immune" student must try to achieve immunity with revaccination.
  - If a student is a "nonconverter" – they must have documentation by their healthcare provider proving so.
- Tetanus/Diphtheria/Pertussis (TDaP) - booster within the past 5 years that must include Pertussis.
  - Be aware that some clinical sites require a booster within the past 5 years and students must follow the requirements for their clinical sites.
- Measles/Mumps/Rubella (MMR) - Must have documented proof of 2 vaccinations for all students, OR a titer proving immunity to all components (measles, mumps and rubella).
- Varicella - Proof of immunity by history of chicken pox AND positive IgG titer or 2 dose vaccine series AND positive IgG titer.
- Tuberculosis testing (TB) - Students must have complete an annual TB skin test or appropriate serum test prior to admission to the program.
  - During the program, students will complete either a 2 step TB Skin test or appropriate serum testing prior to going out on clinical rotations.
  - If the time between the skin tests exceeds 3 weeks, the first step must be repeated.
  - If student is a known reactor, by either skin or serum testing, a follow up chest x-ray must be completed and documented.
- Influenza - Some clinical sites or preceptors may require influenza vaccination prior to starting a rotation in order to be compliant with infection prevention.
- COVID-19 - Some clinical sites or preceptors may require COVID-19 vaccination prior to starting a rotation in order to be compliant with infection prevention.

10.3.15 Additional Documentation

- Initial Background Check: a 7-year required background check is to be on file prior to admission to the program.
  - A background **recheck** is required prior to the start of clinical rotations.
  - There may be additional background checks required based on clinical sites.
  - The student is personally responsible for obtaining, paying for, and submitting the proper documentation for all required background checks.
- Drug Screen: 10 panel drug screens are required for admission and just prior to the start of clinical rotations.
  - Additional testing may be required by clinical sites.
  - The student is personally responsible for obtaining, paying for, and submitting proper documentation for all required drug screens.
- Proof of Current Health Insurance Coverage.
- BLS/ACLS Certification - Provided by the program during didactic year.
- OSHA/HIPAA Training - Provided by the program during didactic year.
- Specific Site/Facility Photo ID - This is in addition to the Trine ID and nametag provided.
- Consent/Orientation/Onboarding forms - These are the forms/tests that may be requested/required by the clinical site/preceptor.

10.3.16 Clinical Supervision

While on clinical rotation, the student must be appropriately supervised at all times.
During the clinical year, at no time should the Trine MPAS student be solely responsible for patient care.

Students **MUST NOT**:
1. Write, phone in, or electronically submit any prescriptions for patients.
2. Administer any medication without approval and supervision of preceptor.
3. Admit, treat, discharge, or perform procedures on patients who have not been seen by the preceptor.
4. Discuss clinical findings, differential diagnoses, treatments and concerns with the patient prior to discussing with the preceptor.

Students **MUST:**
1. Document based on guidelines provided for the clinical site.
2. Communicate with Director of Clinical Education and the program if there are any concerns in regard to the level of work, supervision, or potential liability situations.

Please refer to the CMS Guidelines for rules and regulations regarding student documentation and billing services provided during clinical rotations. Up to date guidelines can be found at https://www.cms.gov/Regulations-and-Guidance/Guidance/Transmittals/2018Downloads/R4068CP.pdf (or succession documents)

10.3.17 Patient Encounter/Procedures Logging:

Beyond program expectations, patient encounter/procedures logs can be useful for the hiring and employment credentialing processes.
1. Students are required to track and log <u>all</u> patient encounters through the patient logging clinical software portal.
   a. Orientation will be completed prior to starting the clinical year.
2. Record basic information to create a patient encounter/procedure log including:
   a. date you see the patient
   b. their age and gender
   c. their chief complaint
   d. the amount of time you, as the student, spent with patient
   e. any procedures that you performed or observed and the ICD-10 diagnostic code
3. Be HIPAA compliant when logging any patient data.
4. Patient encounter logging must be truthful and thorough.
5. Students are expected to log any procedures along with the patient encounter/procedure documentation.
6. If a student does not appear to be honest, up to date, or lacking in patient exposure, the Director of Clinical Education and clinical faculty will reach out to the student to determine if remediation efforts need to be initiated.
   a. These instances may be grounds for referral to Student Success Committee (SSC), repeating a clinical rotation or dismissal from the program as recommended by the clinical faculty.
   b. In the case of dishonesty in patient logging encounters, the student may be given an automatic 0 for the professional aspect of the overall clinical grade, as this does not demonstrate professionalism and is in direct violation of the academic honesty policy Performance and professionalism issues with rotation logs are under the purview of the SSC.

10.4 Professionalism Components

Professionalism is a notable feature of every great PA student. It is an expected trait for PA students throughout the entirety of the program and clinical career. There is a professionalism component that will factor into the Clinical Practicum grade. Additionally, it is expected that students complete the following components to receive a Pass for this component of the clinical rotations.

1. Expectations for PAs are defined in the Trine University and MPAS Student Handbook and covered topics under the Behavior/Professional Conduct Standards as well as expectations articulated in this Guide to the Clinical Phase (section 10) and course syllabi.
2. Issues fall under the purview of the Student Success Committee (SSC).
3. Consequences could result in the failure of a didactic or clinical course or dismissal from the program.

10.4.1 Punctuality and Attendance during the Clinical Phase

Clinical attendance is considered an aspect of professional responsibility and individual dependability. Regular clinical rotation and call back attendance *are essential to student success*. Promptness is another professional trait the healthcare practitioner must display.

1. No unexcused absences allowed.
2. The student is expected to be in attendance and on-site daily and when asked or requested, to be available for evenings and/or weekends hours.
3. The work schedule will be determined by the preceptor or his/her agent.
4. *College holidays do not apply in the clinical year.*
5. *Preceptors are not obligated to give the student days off on weekdays or weekends.*
6. ***When the preceptor is working or on call, so is the student unless otherwise specified by the preceptor.***
7. Students are expected to arrive on site on time, preferably 5-10 minutes early.
8. Repeated tardiness is considered unprofessional conduct and may be reflected in your professionalism score on your preceptor evaluation of the student.
9. Repeated tardiness, shortening of assigned clinic day or non-attendance will result in failure of the rotation and referral to the Student Success Committee (SSC) for possible additional disciplinary action.

10.4.2 Dress Code for Clinical Rotations

1. All students must adhere to a uniform dress code when attending clinical rotations.
2. Unacceptable dress or appearance could lead to course failure.
3. Students should contact the facility where they will be performing their clinical internships to inquire about their dress code and should adhere to that dress code.
4. If the facility does not have a dress code, students should adhere to the Trine MPAS program student dress code (section 6.7).

10.4.3 Professional Behavior and Communication

This is outlined in the Competencies for the Physician Assistant Profession (https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies- updated.pdf), updated and adopted by the AAPA, PAEA, NCCPA, and ARC-PA. Communicating respectfully is important not only when talking to program faculty and staff, but to clinical sites, preceptors and other students. Proper salutations, structure, and vocabulary are considered essential.

During the orientation process you will sign the following form acknowledging that you have read and will adhere to the policies included in this handbook.

TRINE UNIVERSITY
FORT WAYNE

COLLEGE OF HEALTH PROFESSIONS
Master of Physician Assistant Studies Program

Student Handbook Agreement Form

By signature, I am indicating that I have read and will adhere to the policies and procedures explained in the Student Handbook.

_____

Student

Appendix 1: Organizational Chart MPAS Program

ORGANIZATIONAL CHART

Program Director
Charles Copeland, PA-C
Associate Professor - Faculty

Director of Clinical Education
Lauren Edwards, PA-C
Assistant Professor

Medical Director
Emilio Vazquez, M.D.
Associate Professor - Faculty

Administrative Assistant
Holly Redding
Administrative - Staff

Director of Didactic Education
Tyann Billman, PA-C
Associate Professor - Faculty

Clinical Coordinator
Jill Trosper
Administrative - Staff

Principal Faculty
Brian Lapp, PA-C
Associate Professor - Faculty

Principal Faculty
Chris Carlin, PA-C
Associate Professor - Faculty

Principal Faculty
Jenna Waterman, PA-C
Assistant Professor - Faculty

Appendix 2 Guidelines for Ethical Conduct for the PA Profession

https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf

Introduction

The PA profession has revised its code of ethics several times since the profession began. Although the fundamental principles underlying the ethical care of patients have not changed, the societal framework in which those principles are applied has. Economic pressures of the health care system, social pressures of church and state, technological advances, and changing patient demographics continually transform the landscape in which PAs practice.

Previous codes of the profession were brief lists of tenets for PAs to live by in their professional lives. This document departs from that format by attempting to describe ways in which those tenets apply. Each situation is unique. Individual PAs must use their best judgment in a given situation while considering the preferences of the patient and the supervising physician, clinical information, ethical concepts, and legal obligations.

Four main bioethical principles broadly guided the development of these guidelines: autonomy, beneficence, nonmaleficence, and justice.

Autonomy, strictly speaking, means self-rule. Patients have the right to make autonomous decisions and choices, and PAs should respect these decisions and choices.

Beneficence means that PAs should act in the patient's best interest. In certain cases, respecting the patient's autonomy and acting in their best interests may be difficult to balance.

Nonmaleficence means to do no harm, to impose no unnecessary or unacceptable burden upon the patient.

Justice means that patients in similar circumstances should receive similar care. Justice also applies to norms for the fair distribution of resources, risks, and costs.

PAs are expected to behave both legally and morally. They should know and understand the laws governing their practice. Likewise, they should understand the ethical responsibilities of being a health care professional. Legal requirements and ethical expectations will not always be in agreement. Generally speaking, the law describes minimum standards of acceptable behavior, and ethical principles delineate the highest moral standards of behavior.

When faced with an ethical dilemma, PAs may find the guidance they need in this document. If not, they may wish to seek guidance elsewhere – possibly from a supervising physician, a hospital ethics committee, an ethicist, trusted colleagues, or other AAPA policies. PAs should seek legal counsel when they are concerned about the potential legal consequences of their decisions.

The following sections discuss ethical conduct of PAs in their professional interactions with patients, physicians, colleagues, other health professionals, and the public. The "Statement of Values" within this document defines the fundamental values that the PA profession strives to uphold. These values provide the foundation upon which the guidelines rest. The guidelines were written with the understanding that no document can encompass all actual and potential

ethical responsibilities, and PAs should not regard them as comprehensive.

Statement of Values of the PA Profession

PAs hold as their primary responsibility the health, safety, welfare, and dignity of all human beings.

- PAs uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice.

- PAs recognize and promote the value of diversity.

- PAs treat equally all persons who seek their care.

- PAs hold in confidence the information shared in the course of practicing medicine.

- PAs assess their personal capabilities and limitations, striving always to improve their medical practice.

- PAs actively seek to expand their knowledge and skills, keeping abreast of advances in medicine.

- PAs work with other members of the health care team to provide compassionate and effective care of patients.

- PAs use their knowledge and experience to contribute to an improved community.

- PAs respect their professional relationship with physicians.

- PAs share and expand knowledge within the profession.

The PA and Patient

PA Role and Responsibilities

PA practice flows out of a unique relationship that involves the PA, the physician, and the patient. The individual patient–PA relationship is based on mutual respect and an agreement to work together regarding medical care. In addition, PAs practice medicine with physician supervision; therefore, the care that a PA provides is an extension of the care of the supervising physician. The patient–PA relationship is also a patient–PA–physician relationship.

The principal value of the PA profession is to respect the health, safety, welfare, and dignity of all human beings. This concept is the foundation of the patient–PA relationship. PAs have an ethical obligation to see that each of their patients receives appropriate care. PAs should be sensitive to the beliefs and expectations of the patient. PAs should recognize that each patient is unique and has an ethical right to self-determination

PAs are professionally and ethically committed to providing nondiscriminatory care to all patients. While PAs are not expected to ignore their own personal values, scientific or ethical standards, or the law, they should not allow their personal beliefs to restrict patient access to care. A PA has an ethical duty to offer each patient the full range of information on relevant options for their health care. If personal moral, religious, or ethical beliefs prevent a PA from offering the full range of treatments available or care the patient desires, the PA has an ethical duty to refer a patient to another qualified provider. That referral should not restrict a patient's access to care. PAs are obligated to care for patients in emergency situations and to responsibly transfer patients if they cannot care for them.

PAs should always act in the best interests of their patients and as advocates when necessary. PAs should actively resist policies that restrict free exchange of medical information. For example, a PA should not withhold information about treatment options simply because the option is not covered by insurance. PAs should inform patients of financial incentives to limit care, use resources in a fair and efficient way, and avoid arrangements or financial incentives that conflict with the patient's best interests.

The PA and Diversity

The PA should respect the culture, values, beliefs, and expectations of the patient.

Nondiscrimination

PAs should not discriminate against classes or categories of patients in the delivery of needed health care. Such classes and categories include gender, color, creed, race, religion, age, ethnic or national origin, political beliefs, nature of illness, disability, socioeconomic status, physical stature, body size, gender identity, marital status, or sexual orientation.

Initiation and Discontinuation of Care

In the absence of a preexisting patient–PA relationship, the PA is under no ethical obligation to care for a person unless no other provider is available. A PA is morally bound to provide care in emergency situations and to arrange proper follow-up. PAs should keep in mind that contracts with health insurance plans might define a legal obligation to provide care to certain patients.

A PA and supervising physician may discontinue their professional relationship with an established patient as long as proper procedures are followed. The PA and physician should provide the patient with adequate notice, offer to transfer records, and arrange for continuity of care if the patient has an ongoing medical condition. Discontinuation of the professional relationship should be undertaken only after a serious attempt has been made to clarify and understand the expectations and concerns of all involved parties.

If the patient decides to terminate the relationship, they are entitled to access appropriate information contained within their medical record.

Informed Consent

PAs have a duty to protect and foster an individual patient's free and informed choices. The doctrine of informed consent means that a PA provides adequate information that is comprehendible to a competent patient or patient surrogate. At a minimum, this should include the nature of the medical condition, the objectives of the proposed treatment, treatment options, possible outcomes, and the risks involved. PAs should be committed to the concept of shared decision making, which involves assisting patients in making decisions that account for medical, situational, and personal factors.

In caring for adolescents, the PA should understand all of the laws and regulations in his or her jurisdiction that are related to the ability of minors to consent to or refuse health care. Adolescents should be encouraged to involve their families in health care decision making. The

PA should also understand consent laws pertaining to emancipated or mature minors. (See the section on Confidentiality.)

When the person giving consent is a patient's surrogate, a family member, or other legally authorized representative, the PA should take reasonable care to assure that the decisions made are consistent with the patient's best interests and personal preferences, if known. If the PA believes the surrogate's choices do not reflect the patient's wishes or best interests, the PA should work to resolve the conflict. This may require the use of additional resources, such as an ethics committee.

Confidentiality

PAs should maintain confidentiality. By maintaining confidentiality, PAs respect patient privacy and help to prevent discrimination based on medical conditions. If patients are confident that their privacy is protected, they are more likely to seek medical care and more likely to discuss their problems candidly.

In cases of adolescent patients, family support is important but should be balanced with the patient's need for confidentiality and the PA's obligation to respect their emerging autonomy. Adolescents may not be of age to make independent decisions about their health, but providers should respect that they soon will be. To the extent they can, PAs should allow these emerging adults to participate as fully as possible in decisions about their care. It is important that PAs be familiar with and understand the laws and regulations in their jurisdictions that relate to the confidentiality rights of adolescent patients. (See the section on Informed Consent.)

Any communication about a patient conducted in a manner that violates confidentiality is unethical. Because written, electronic, and verbal information may be intercepted or overheard, the PA should always be aware of anyone who might be monitoring communication about a patient.

PAs should choose methods of storage and transmission of patient information that minimize the likelihood of data becoming available to unauthorized persons or organizations. Computerized record keeping and electronic data transmission present unique challenges that can make the maintenance of patient confidentiality difficult. PAs should advocate for policies and procedures that secure the confidentiality of patient information.

The Patient and the Medical Record

PAs have an obligation to keep information in the patient's medical record confidential. Information should be released only with the written permission of the patient or the patient's legally authorized representative. Specific exceptions to this general rule may exist (e.g., workers compensation, communicable disease, HIV, knife/gunshot wounds, abuse, substance abuse). It is important that a PA be familiar with and understand the laws and regulations in his or her jurisdiction that relate to the release of information. For example, stringent legal restrictions on release of genetic test results and mental health records often exist.

Both ethically and legally, a patient has certain rights to know the information contained in his or her medical record. While the chart is legally the property of the practice or the institution, the information in the chart is the property of the patient. Most states have laws that

provide patients access to their medical records. The PA should know the laws and facilitate patient access to the information.

Disclosure

A PA should disclose to his or her supervising physician information about errors made in the course of caring for a patient. The supervising physician and PA should disclose the error to the patient if such information is significant to the patient's interests and well-being. Errors do not always constitute improper, negligent, or unethical behavior, but failure to disclose them may.

Care of Family Members and Co-workers

Treating oneself, co-workers, close friends, family members, or students whom the PA supervises or teaches may be unethical or create conflicts of interest. For example, it might be ethically acceptable to treat one's own child for a case of otitis media but it probably is not acceptable to treat one's spouse for depression. PAs should be aware that their judgment might be less than objective in cases involving friends, family members, students, and colleagues and that providing "curbside" care might sway the individual from establishing an ongoing relationship with a provider. If it becomes necessary to treat a family member or close associate, a formal patient-provider relationship should be established, and the PA should consider transferring the patient's care to another provider as soon as it is practical. If a close associate requests care, the PA may wish to assist by helping them find an appropriate provider.

There may be exceptions to this guideline, for example, when a PA runs an employee health center or works in occupational medicine. Even in those situations, the PA should be sure they do not provide informal treatment but provide appropriate medical care in a formally established patient-provider relationship.

Genetic Testing

Evaluating the risk of disease and performing diagnostic genetic tests raise significant ethical concerns. PAs should be informed about the benefits and risks of genetic tests. Testing should be undertaken only after proper informed consent is obtained. If PAs order or conduct the tests, they should assure that appropriate pre- and post-test counseling is provided.

PAs should be sure that patients understands the potential consequences of undergoing genetic tests – from impact on patients themselves, possible implications for other family members, and potential use of the information by insurance companies or others who might have access to the information. Because of the potential for discrimination by insurers, employers, or others, PAs should be particularly aware of the need for confidentiality concerning genetic test results.

Reproductive Decision Making

Patients have a right to access the full range of reproductive health care services, including fertility treatments, contraception, sterilization, and abortion. PAs have an ethical

obligation to provide balanced and unbiased clinical information about reproductive health care.

When the PA's personal values conflict with providing full disclosure or providing certain services such as sterilization or abortion, the PA need not become involved in that aspect of the patient's care. By referring the patient to a qualified provider who is willing to discuss and facilitate all treatment options, the PA fulfills their ethical obligation to ensure the patient's access to all legal options.

End of Life

Among the ethical principles that are fundamental to providing compassionate care at the end of life, the most essential is recognizing that dying is a personal experience and part of the life cycle.

PAs should provide patients with the opportunity to plan for end-of-life care. Advance directives, living wills, durable power of attorney, and organ donation should be discussed during routine patient visits.

PAs should assure terminally ill patients that their dignity is a priority and that relief of physical and mental suffering is paramount. PAs should exhibit non-judgmental attitudes and should assure their terminally ill patients that they will not be abandoned. To the extent possible, patient or surrogate preferences should be honored, using the most appropriate measures consistent with their choices, including alternative and non-traditional treatments. PAs should explain palliative and hospice care and facilitate patient access to those services. End of life care should include assessment and management of psychological, social, and spiritual or religious needs.

While respecting patients' wishes for particular treatments when possible, PAs also must weigh their ethical responsibility, in consultation with supervising physicians, to withhold futile treatments and to help patients understand such medical decisions.

PAs should involve the physician in all near-death planning. The PA should only withdraw life support with the supervising physician's agreement and in accordance with the policies of the health care institution.

The PA and Individual Professionalism

Conflict of Interest

PAs should place service to patients before personal material gain and should avoid undue influence on their clinical judgment. Trust can be undermined by even the appearance of improper influence. Examples of excessive or undue influence on clinical judgment can take several forms. These may include financial incentives, pharmaceutical or other industry gifts, and business arrangements involving referrals. PAs should disclose any actual or potential conflict of interest to their patients.

Acceptance of gifts, trips, hospitality, or other items is discouraged. Before accepting a gift or financial arrangement, PAs might consider the guidelines of the Royal College of Physicians, "Would I be willing to have this arrangement generally known?" or of the American

College of Physicians, "What would the public or my patients think of this arrangement?"

Professional Identity

PAs should not misrepresent directly or indirectly, their skills, training, professional credentials, or identity. PAs should uphold the dignity of the PA profession and accept its ethical values.

Competency

PAs should commit themselves to providing competent medical care and extend to each patient the full measure of their professional ability as dedicated, empathetic health care providers. PAs should also strive to maintain and increase the quality of their health care knowledge, cultural sensitivity, and cultural competence through individual study and continuing education.

Sexual Relationships

It is unethical for PAs to become sexually involved with patients. It also may be unethical for PAs to become sexually involved with former patients or key third parties. Key third parties are individuals who have influence over the patient. These might include spouses or partners, parents, guardians, or surrogates.

Such relationships generally are unethical because of the PA's position of authority and the inherent imbalance of knowledge, expertise, and status. Issues such as dependence, trust, transference, and inequalities of power may lead to increased vulnerability on the part of the current or former patients or key third parties.

Gender Discrimination and Sexual Harassment

It is unethical for PAs to engage in or condone any form of gender discrimination. Gender discrimination is defined as any behavior, action, or policy that adversely affects an individual or group of individuals due to disparate treatment, disparate impact, or the creation of a hostile or intimidating work or learning environment.

Appendix 3 Student Financial Responsibility Policy

During the orientation process you will sign the following form acknowledging that you have read and will adhere to the Student Financial Responsibility Policy.

1. When a student registers for any class at Trine University or receives any service from Trine University they accept full responsibility to pay all tuition, fees and other associated costs assessed as a result of their registration and/or receipt of services. Student is expected to pay all assessed tuition, fees and other associated costs by the published or assigned due date; and failure to do so may result in their classes being dropped. Student account information is available on myPortal.
2. A fee of $30 will be charged to the student for any returned payments.
3. If students drop or withdraw from some or all of the classes for which they register, they will be responsible for paying all or a portion of tuition and fees in accordance with the terms and conditions of the published tuition refund schedule. The failure to attend class or receive a bill does not absolve a student of the financial responsibility as described above.
4. The return of any financial aid funds will follow the federal, state and university regulations and guidelines as stated in the Financial Aid Section of the University Student Handbook and Course Catalog.
5. If a student loses financial aid from federal, state or institutional sources due to failure to maintain satisfactory academic progress, withdrawal, dismissal from the University, or any other reason prior to the end of an academic semester, they are still obligated to pay the outstanding balance on their account. If eligible, a student may appeal the loss of financial aid, but they are still responsible for paying the balance due on their student account.
6. If a student fails to pay their student account bill or any monies due and owing Trine University by the scheduled due date, Trine University will charge a $25 late fee per month and place a financial hold on their student account, preventing them from registering for future classes, requesting transcripts, or receiving my diploma. If student fails to pay their student account bill by the due date, it may result in dismissal from the University.
7. If a student fails to pay their student account bill or any monies due and owing Trine University by the scheduled due date and fail to make acceptable payment arrangements to bring their account current, Trine University may refer their delinquent account to a collection agency. Student is responsible for reasonable collection fees up to 40%, attorney fees, and court costs, without relief of evaluation and appraisement law, to collect any outstanding balance on their account. Finally, a student's delinquent account may be reported to one or more of the national credit bureaus.
8. Trine University's Business Office/Student Accounts uses e-mail as an official method of communication with students, and therefore they are responsible for reading the e-mails they receive from Trine University on a timely basis.
9. Student is responsible for keeping Trine University records up to date with their current physical address, email addresses, and phone numbers by following the procedures on myPortal. Upon leaving Trine University for any reason, it is their responsibility to provide Trine University with updated contact information for purposes of continued communication regarding any amounts that remain due.
10. Trine University is bound by the Family Educational Rights and Privacy Act (FERPA) which prohibits Trine University from releasing any information from a student's education record without written permission. Therefore, if a student wants Trine University to share information from their education record with someone else, they must give permission to the Business Office/Student Accounts at Trine University. Student may revoke their permission at any time by notifying the Business Office/Student Accounts.

11. Trine University may terminate or temporarily suspend performance of any part of this policy, without notice, in the event Trine University's obligations and/or duties under this policy are prevented or delayed, either directly or indirectly, by consequence of a Force Majeure Event. A Force Majeure Event means a cause or event beyond the reasonable control of Trine University, including, but not limited to, an act of God, natural disaster, act of war, act of terrorism, or act of the public enemy; national emergency, moratorium, riot, public protest, or demonstration; flood, tidal wave, fire, explosion, bomb detonation, nuclear fallout, windstorm, tornado, hurricane, sinkhole, earthquake, or other casualty, disaster, or catastrophe; epidemic, pandemic or other infectious disease, or other similar causes; any existing or future laws or acts of the Federal or any state government (including specifically, but not exclusively, any orders, rules or regulations issued by any official or agency of any such government) resulting in a complete or partial shutdown; or any other cause or causes (whether or not similar in nature to any of those specified above) beyond Trine University's reasonable control, irrespective of whether such contingency is specified herein or is presently occurring or anticipated.

12. In the case of a Force Majeure event, Trine University reserves the right to determine how and by what method educational instruction will be provided to the student. Educational instruction may be provided through methods consistent with Trine University's philosophy, as practicable under the circumstances, and at locations removed from the regular instructional rooms or buildings, including virtual instruction. Trine University assumes no responsibility or liability for failure to perform any terms or conditions of this policy due to circumstances beyond its control. No refund, recompense, or compensation is provided for tuition of fees and/or financial aid in the event Trine University must change its method of instruction, suspend or close due to a Force Majeure Event, nor retribution for discomfort.

13. Trine University shall not be responsible for any failure to provide educational programs or instruction in the event Force Majeure conditions exist. In such event, Trine University shall not be obligated to refund any amount the student already paid pursuant to this policy.

14. Nothing in this policy shall be construed to relieve the student of his/her payment obligations under this policy or waive any right or claim of Trine University for payment under the terms of this policy.

By my signature, I acknowledge that I have read, understand, and agree to the Student Financial Responsibility policies and terms as outlined and defined in this agreement.

Signature   Print Name   Date

Appendix 4 Trine University MPAS Program Committees

The **MPAS Program Committee of the Whole** oversees and votes on recommendations regarding all programmatic decisions, both assessment and operational, for approval through the appropriate university process. This committee facilitates communication between all program committees, faculty, staff, students and university administrators.

The **MPAS Program Assessment Committee** supports the ongoing self-assessment process by conducting data collection and performing critical analysis of data to allow the application of results leading to conclusions that identify program strengths, areas in need of improvement, and action plans for the curriculum or other program dimensions that are data-driven or data-informed.

The **MPAS Program Curriculum Committee** ensures that all program graduates are clinically and culturally competent to practice clinically through the data-driven design, implementation, coordination, evaluation, and ongoing improvement of the didactic and clinical curricula. This committee analyzes data generated from the programmatic self-assessment process and makes recommendations for improvement to the program's Committee of the Whole for consideration.

The **MPAS Program Clinical Education Committee** is responsible for the oversight of the clinical phase of the MPAS Program. This committee assists in the development, implementation, monitoring and evaluation of the clinical education component of the program.

The **Admissions Committee** is responsible for the oversight and provides coordination for the development, implementation, monitoring, and evaluation of the program's admission process. This committee is charged with recommending policies that support equitable and diverse recruitment and admittance through a mindful, data-driven process.

The **MPAS Program Student Success Committee** is charged with the oversight of matters related to student success (a comprehensive, holistic effort involving every facet of the institution) including academic and professional performance, retention, completion of the program, student resources, and student satisfaction.

The **MPAS Program Student Life Committee** is responsible for the oversight and policy direction on issues relating to the students' co-curricular experiences, interactions, social media programs, volunteer opportunities and services throughout the MPAS Program with a focus on the emotional and social health and the well-being of the physician assistant students.

The **MPAS Program Advisory Council** serves the Trine University Master of Physician Assistant Studies (MPAS) Program by assisting in maintaining and refining the quality of the educational experience through engaged community healthcare members and administrators invested in the overall success of the program.