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.
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PROGRAM INFORMATION

Accreditation Status
Trine University is accredited by the Higher Learning Commission, www.hlcommission.org. Telephone 312.263.0456. The Physician Assistant Program accreditation is approved by the HLC.

The ARC-PA has granted Accreditation-Provisional status to the Trine University Physician Assistant Program sponsored by Trine University.

Accreditation - Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed Program that has not yet enrolled students appear to demonstrate the Program’s ability to meet the ARC-PA Standards or when a Program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

For more information on the accreditation process or detailed information regarding Accreditation Standards for Physician Assistant Education, please refer to: http://www.arc-pa.org.
### Mission and Vision Statements

<table>
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<th>Mission</th>
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<td><strong>University</strong></td>
<td>Trine University promotes intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead and serve.</td>
</tr>
<tr>
<td><strong>Rinker-Ross School of Health Sciences</strong></td>
<td>The School of Health Sciences 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.</td>
</tr>
<tr>
<td><strong>Master of Physician Assistant Studies Program</strong></td>
<td>The MPAS Program at Trine University will provide an outstanding professional educational experience that produces PA graduates capable of delivering safe, appropriate, effective, and cost-efficient medical care in a variety of clinical settings, while preparing them to succeed, lead, and serve.</td>
</tr>
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Trine MPAS Program Learning Outcomes (Goals)

The Trine University MPAS Program aspires to meet the following goals:

1. Provide an educational experience that endorses professional and ethical behaviors, appropriate sensitivity to diversities, and safe, appropriate, effective, and cost-efficient medical care in a variety of clinical settings.
2. Provide an educational experience that supports effective professional communication and interprofessional collaborative practice.
3. Provide an educational experience that promotes sound clinical reasoning, problem-solving, and decision-making abilities.
4. Provide an educational experience that fosters lifelong learning, service to the profession, leadership, scholarship, and community service.
5. Provide an educational experience that affords students the knowledge, skills, attitudes, and experiences needed for successfully passing the Physician Assistant National Certification Exam (PANCE).
6. Produce entry-level PA graduates who can make positive impacts on the healthcare needs of communities by providing competent medical care in a variety of clinical settings.
7. Advance the PA profession through service, leadership, clinical practice, and scholarship.
8. Demonstrate a commitment to the PA profession by facilitating collaborative activities for continuous professional growth.

Trine MPAS Program Competencies

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

Knowledge Domain

1. Possess a sound knowledge of current and evolving biomedical and clinical sciences, and integrate and apply it to the medical care, health promotion, and disease prevention services offered.
2. Participate in lifelong learning to continually improve clinical knowledge, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities.
3. Demonstrate knowledge of the medicolegal, regulatory, billing/coding, reimbursement, and patient safety issues inherent to medical practice.
4. 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.

Clinical Skills Domain

5. Accurately and efficiently perform medical histories and physical examinations across the lifespan that are appropriate and relevant to the clinical situation and setting.
6. Appropriately order and correctly interpret laboratory, imaging, ECG, and other diagnostic studies commonly performed in clinical settings.
7. Skillfully perform diagnostic and therapeutic procedures most commonly performed by PAs.
Clinical Reasoning and Problem-Solving Abilities Domain
8. 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.
9. 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.
10. Provide appropriate medical care in emergent, acute, chronic, rehabilitative, palliative, and end-of-life settings.
11. Assess patient outcomes to evaluate the accuracy of diagnoses, the effectiveness of therapeutic interventions, patient compliance, and other factors that potentially impact patient care.

Technical Skills Domain
12. Effectively utilize both electronic and non-digital medical records to document findings, access clinical information, write prescriptions and orders, and make referrals.
13. Effectively utilize technologies to locate clinically relevant information and to search the medical literature for answers to clinical questions and evidence-based practices.

Interpersonal & Communication Skills Domain
14. Document and communicate medical, legal, financial, research or other relevant information to members of the healthcare team in an accurate, logical, concise, and understandable manner.
15. 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.
16. Demonstrate appropriate sensitivity, empathy, compassion, and respect when dealing with all patient populations to promote and sustain therapeutically and ethically sound relationships.

Professional Behaviors Domain
17. Abide by, and uphold, the principles espoused in the American Academy of Physician Assistant’s “Guidelines for Ethical Conduct for the Physician Assistant Profession” (See Appendix 1)
18. Demonstrate and model professional behavior, most especially in interactions with patients, families, staff, colleagues, and superiors.
19. Abide by legal and regulatory requirements pertaining to the PA profession and clinical practice settings.
MPAS PROGRAM CURRICULUM OVERVIEW
The MPAS Program follows a 116 credit hour 7 semester curriculum of approximately 29 months divided into didactic and experiential phases. See the course descriptions for more details.

Didactic Phase (65 credit hours)
The didactic phase of the MPAS Program occurs over four semesters. Although primarily campus-based, students occasionally need to travel to clinical application obligations, including local interprofessional education activities. The course sequencing for the Class of 2022 is:

**Fall 1 (16 weeks – 16 credit hours)**
PAS 5001  Clinical Genetics (1)
PAS 5002  Diagnostic Techniques I: Lab Medicine (2)
PAS 5003  Clinical Physiology (3)
PAS 5004  Clinical Anatomy (4)
PAS 5012  Clinical Skills I: Medical Documentation and Interviewing (2)
PAS 5022  PA Professional Practice (2)
PAS 5052  Clinical Application and Reflection Experience I (2)

**Spring 1 (16 weeks – 18 credit hours)**
PAS 5102  Clinical Skills II: Physical Exam (2)
PAS 5110  Clinical Medicine and Therapeutics I (10)
PAS 5112  Diagnostic Techniques II: EKG Interpretation (2)
PAS 5152  Clinical Application and Reflection Experience II (2)
PAS 5161  Pharmacology I (1)
PAS 5171  Evidence Based Practice I (1)

**Summer 1 (12 weeks – 14 credit hours)**
PAS 5205  Clinical Medicine and Therapeutics II (5)
PAS 5212  Clinical Skills III: Special Populations (2)
PAS 5213  Diagnostic Techniques III: Imaging and PFT (3)
PAS 5252  Clinical Application and Reflection Experience III (2)
PAS 5261  Pharmacology II (1)
PAS 5271  Evidence Based Practice II (1)

**Fall 2 (16 weeks – 18 credit hours)**
PAS 5310  Clinical Medicine and Therapeutics III (10)
PAS 5314  Clinical Skills IV: Procedures (5)
PAS 5352  Clinical Application and Reflection Experience IV (2)
PAS 5361  Pharmacology III (1)
Experiential Phase (Clinical Year) – (51 credit hours)
The clinical phase of the MPAS Program encompasses approximately three semesters, organized into nine 5-week clinical rotation periods with end of rotation call backs to campus. Students become eligible for experiential phase courses upon successful completion of all didactic phase courses. The Senior Seminar and Graduate Project course series run concurrent with the clinical experiences. Students cover their own travel and housing expenses.

Courses
PAS 6141 Senior Seminar I (1)
PAS 6241 Senior Seminar II (1)
PAS 6341 Senior Seminar III (1)
PAS 6171 Graduate Project I (1)
PAS 6271 Graduate Project II (1)
PAS 6371 Graduate Project III (1)

Supervised Clinical Practice Experiences (SCPE) (45 credit hours)

Spring 2
PAS 6015 Clinical Practicum 1 (5)
PAS 6025 Clinical Practicum 2 (5)
PAS 6035 Clinical Practicum 3 (5)

Summer 2
PAS 6045 Clinical Practicum 4 (5)
PAS 6055 Clinical Practicum 5 (5)
PAS 6065 Clinical Practicum 6 (5)

Fall 3
PAS 6075 Clinical Practicum 7 (5)
PAS 6085 Clinical Practicum 8 (5)
PAS 6095 Clinical Practicum 9 (5)

There are seven program-required rotation areas and opportunities for elective experiences. Required 5 week rotations are:
- Family Medicine
- Internal Medicine
- Emergency Medicine
- General Surgery

Additional experiences are required in:
- Women’s Health
- Pediatrics
- Behavioral Health

Elective rotation examples include (depending on preceptor availability):
- Orthopedics
- Plastic Surgery
- Hematology
- Genitourinary
- Gastroenterology
- Otorhinolaryngology
- Dermatology
- Cardiology
The 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.

MPAS PROGRAM COURSE DESCRIPTIONS

Didactic Course Descriptions

PAS 5001 CLINICAL GENETICS (1 CREDIT)
This course will focus on the clinically relevant genetics and genomics necessary for clinical practice. This survey course covers introductory genetics, inheritable patterns of disease, specific hereditary diseases and clinical applications of genetics/genomics.
Prerequisite: Matriculation into the MPAS Program.

PAS 5002 DIAGNOSTIC TECHNIQUES I - LABORATORY MEDICINE (2 CREDITS)
This course is the first in a series of three lecture and lab courses in which students acquire and practice various diagnostic clinical skills. In this course, students will be introduced to the interpretation and application of common clinical laboratory tests. Prerequisite: Matriculation into the MPAS Program.

PAS 5003 CLINICAL PHYSIOLOGY (3 CREDITS)
This lecture course is a graduate level survey of clinically relevant human physiology. The goal is to compare and contrast normal and abnormal physiology associated with common clinical conditions, injuries, pathologies, and diagnostic / interventional procedures.
Prerequisite: Matriculation into the MPAS Program.

PAS 5004 CLINICAL ANATOMY (4 CREDITS)
This lecture and lab course consists of an in-depth study of gross human anatomy along with applications to a clinical setting. The course consists of a mixture of techniques, including lecture, discussion, and examination of cadaveric specimens, and palpation.
Prerequisite: Matriculation into the MPAS Program.

PAS 5012 CLINICAL SKILLS I - MEDICAL DOCUMENTATION AND INTERVIEWING (2 C)
This is the first of a series of four lecture and lab courses in which students acquire and practice various diagnostic and therapeutic clinical skills, such as performance of basic and advanced health histories and physical exams, the performance and interpretation of diagnostic and therapeutic procedures. In this portion of the course, the emphasis will be on the art of communication in medicine, the medical interview, and the proper documentation of medical encounters.
Prerequisite: Matriculation into the MPAS Program.

PAS 5022 PA PROFESSIONAL PRACTICE (2 CREDITS)
In this course, students learn about issues pertinent to the PA profession. The course covers the profession’s history and future directions, roles and responsibilities, and organizations. The course also includes an introduction to the psychosocial aspects of medical care and medical ethics.
(Satisfactory/Unsatisfactory)
Prerequisite: Matriculation into the MPAS Program.

PAS 5052 CLINICAL APPLICATION AND REFLECTION EXPERIENCE I (2 CREDITS)
This is the first in a series of four courses where students work in teams to practice and refine skills, employ problem-solving, participate in reflective experiences, and assume professional roles. Students are
expected to retain and apply knowledge from concurrent and previous coursework. Examples of experiences include simulation/standardized patients, interprofessional education opportunities, preclinical patient exposures, and case studies. Professional development areas include professional communications and behavior, conflict resolution, and stress management. (Satisfactory/Unsatisfactory)

**Prerequisite: Matriculation into the MPAS Program.**

**PAS 5102 CLINICAL SKILLS II: PHYSICAL EXAM & DOCUMENTATION (2 CREDITS)**
This is the second of a series of four lecture and lab courses in which students acquire and practice various diagnostic and therapeutic clinical skills, such as performance of health histories and physical exams and documentation. In this course, the emphasis is on the performance and documentation of a complete (head to toe) physical examination.

**Prerequisite: Successful completion of previous MPAS program semester courses.**

**PAS 5110 CLINICAL MEDICINE AND THERAPEUTICS I (10 CREDITS)**
This is the first in a series of three courses for the study of the diagnosis and management of common acute, emergent, rehabilitative, and chronic medical disorders across the lifespan. The relevant anatomy, physiology, and pathophysiology of disease states are discussed, followed by incidence/prevalence, associated risk factors, signs and symptoms, clinical findings, diagnostic criteria, diagnostic tests and procedures, pharmacologic and non-pharmacologic therapeutic options, prevention, patient education, follow-up care, course, and prognosis. This 3-series course collectively covers disorders categorized under the following organ systems: cardiovascular, dermatology, ophthalmology, EENT, endocrine, GI/Nutritional, GU, hematology, infectious disease, musculoskeletal/rheumatology, neurological, psychiatry/behavioral medicine, pulmonary, and reproductive.

**Prerequisite: Successful completion of the fall MPAS curriculum.**

**PAS 5112 DIAGNOSTIC TECHNIQUES II - EKG INTERPRETATION (3 CREDITS)**
This course is the second in a series of three lecture and lab courses in which students acquire and practice various diagnostic clinical skills. In this course the student will learn interpretation of electrocardiograms and some associated clinical syndromes and diagnoses as well as therapeutic interventions for common dysrhythmias and syndromes.

**Prerequisite: Successful completion of the fall MPAS curriculum.**

**PAS 5152 CLINICAL APPLICATION AND REFLECTION EXPERIENCE II (2 CREDITS)**
This is the second in a series of four courses where students work in teams to practice and refine skills, employ problem-solving, participate in reflective experiences, and assume professional roles. Students are expected to retain and apply knowledge from concurrent and previous coursework. Examples of experiences include simulation/standardized patients, interprofessional education opportunities, preclinical patient exposures, and case studies. Professional development areas include professional communication and behavior, conflict resolution, and stress management. (Satisfactory/Unsatisfactory)

**Prerequisite: Successful completion of the fall MPAS curriculum.**

**PAS 5161 PHARMACOLOGY I (1 CREDIT)**
This course is the first in a series of three courses for the study of clinical pharmacology appropriate to the professional physician assistant role. The basic principles of pharmacology, pharmacodynamics and pharmacokinetics are discussed. This 3-series course collectively provides an introduction to the pharmacologic processes in the care and promotion of wellness across the lifespan, including the medications commonly used to treat human disorders, their classification, mechanisms of actions, indications, contraindications/cautions, formulations, routes of metabolism and excretion, adverse reactions, and drug interactions.

**Prerequisite: Matriculation into the MPAS Program.**

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PAS 5205 CLINICAL MEDICINE AND THERAPEUTICS II (5 CREDITS)
This is the second in a series of three courses for the study of the diagnosis and management of common acute, emergent, rehabilitative, and chronic medical disorders across the lifespan. The relevant anatomy, physiology, and pathophysiology of disease states are discussed, followed by incidence / prevalence, associated risk factors, signs and symptoms, clinical findings, diagnostic criteria, diagnostic tests and procedures, pharmacologic and non-pharmacologic therapeutic options, prevention, patient education, follow-up care, course, and prognosis. This 3-series course series collectively covers disorders categorized under the following organ systems: cardiovascular, dermatology, ophthalmology, EENT, endocrine, GI / Nutritional, GU, hematology, infectious disease, musculoskeletal, neurological, psychiatry / behavioral medicine, pulmonary, and reproductive.
Prerequisite: Successful completion of the spring MPAS Curriculum.

PAS 5212 CLINICAL SKILLS III - SPECIAL POPULATIONS (2 CREDITS)
This is the third of a series of four lecture and lab courses in which students acquire and practice various diagnostic and therapeutic clinical skills, such as performance of health histories and physical exams, interpretation of laboratory, electrocardiographic, and imaging studies, the performance and interpretation of diagnostic and therapeutic procedures, and training in basic and advanced cardiac life support. In this lab course, the emphasis is on the performance and documentation of problem-focused medical interviews and physical examinations, and an introduction to specialty-focused medical interviews and physical examinations across the lifespan.
Prerequisite: Successful completion of the spring MPAS curriculum.

PAS 5213 DIAGNOSTIC TECHNIQUES III - IMAGING AND PFT (3 CREDITS)
This course is the third in a series of three lecture and lab courses in which students acquire and practice various diagnostic clinical skills. This course will focus on diagnostic imaging (Radiography, Computer Tomography, Magnetic Resonance Imaging, Ultrasound etc.). An introduction to Pulmonary Function Testing to correlate with chest and lung imaging studies is included.
Prerequisite: Successful completion of the spring MPAS curriculum.

PAS 5252 CLINICAL APPLICATION AND REFLECTION EXPERIENCE III (2 CREDITS)
This is the third in a series of four courses where students work in teams to practice and refine skills, employ problem-solving, participate in reflective experiences, and assume professional roles. Students are expected to retain and apply knowledge from concurrent and previous coursework. Examples of experiences include simulation/standardized patients, interprofessional education opportunities, preclinical patient exposures, and case studies. Professional development areas include professional communication and behavior, conflict resolution, and stress management. (Satisfactory/Unsatisfactory)
Prerequisite: Successful completion of the spring MPAS curriculum. Prerequisite: PAS 5152.

PAS 5261 PHARMACOLOGY II (1 CREDIT)
This course is the second in a series of three courses for the study of clinical pharmacology appropriate to the professional physician assistant role. The basic principles of pharmacology, pharmacodynamics and pharmacokinetics are applied to generate pharmacologic management plans for the diseases/disorders based upon current clinical practice guidelines and other evidence-based resources. This 3-series Clinical Pharmacology Course collectively provides an introduction to the pharmacologic processes in the care and promotion of wellness across the lifespan, including the medications commonly used to treat human disorders, their classification, mechanisms of actions, indications, contraindications/cautions, formulations, routes of metabolism and excretion, adverse reactions, and drug interactions. Prerequisite: Successful completion of previous MPAS Program semester courses.
Prerequisite: Matriculation into the MPAS Program.
PAS 5271 EVIDENCE BASED PRACTICE I (1 CREDIT)
In this two-course series, students are taught evidence-based methodologies to evaluate clinical questions related to diagnosis, therapy, harm, and prognosis. This includes how to effectively search the literature, as well as principles of research and statistical analysis for the critical appraisal of published research and for conducting future research or clinical quality improvement projects. Topics include research ethics, study designs, sampling methods, design validity, descriptive and inferential statistics, selecting the appropriate statistical test, and hypothesis testing. During these courses, students initiate a group research project that will be continued in the Graduate Project I, II, and III courses with the identification of a research problem, formulation of a research question, and the drafting of a literature review and study proposal. (Satisfactory/Unsatisfactory)
Prerequisite: Successful completion of the fall MPAS curriculum.

PAS 5310 CLINICAL MEDICINE AND THERAPEUTICS III (10 CREDITS)
This is the third in a series of three courses for the study of the diagnosis and management of common acute and chronic medical disorders across the lifespan. The relevant anatomy, physiology, and pathophysiology of disease states will be discussed, followed by incidence/prevalence, associated risk factors, signs and symptoms, clinical findings, diagnostic criteria, diagnostic tests and procedures, pharmacologic and non-pharmacologic therapeutic options, prevention, patient education, follow-up care, course, and prognosis. This 3-series course series collectively covers disorders categorized under the following organ systems: cardiovascular, dermatology, ophthalmology, EENT, endocrine, GI/Nutritional, GU, hematology, infectious disease, musculoskeletal, neurological, psychiatry/behavioral medicine, pulmonary, and reproductive.
Prerequisite: Successful completion of the summer MPAS curriculum.

PAS 5314 CLINICAL SKILLS IV - PROCEDURES (4 CREDITS)
This is the fourth of a series of four lecture and lab courses in which students acquire and practice various diagnostic and therapeutic clinical skills, such as performance of health histories and physical exams, interpretation of laboratory, electrocardiographic, and imaging studies, the performance and interpretation of diagnostic and therapeutic procedures, and training in basic and advanced cardiac life support. In this course, the emphasis is on performance and interpretation of common diagnostic and therapeutic procedures including an orientation to the operating room, completion of advanced cardiac life support training, as well as the continuation of specialty-focused medical interviews and physical examinations across the lifespan from pediatrics to geriatrics, including the unique healthcare needs for women, diverse patient populations, and patients with disabilities.
Prerequisite: Successful completion of the summer MPAS curriculum.

PAS 5352 CLINICAL APPLICATION AND REFLECTION EXPERIENCE IV (2 CREDITS)
This is the third in a series of four courses where students work in teams to practice and refine skills, employ problem-solving, participate in reflective experiences, and assume professional roles. Students are expected to retain and apply knowledge from concurrent and previous coursework. Examples of experiences include simulation/standardized patients, interprofessional education opportunities, preclinical patient exposures, and case studies. Professional development areas include professional communication and behavior, conflict resolution, and stress management. (Satisfactory/Unsatisfactory)
Prerequisite: Successful completion of the summer MPAS curriculum.

PAS 5361 PHARMACOLOGY III (1 CREDIT)
This course will be the third in a series of three courses for the study of clinical pharmacology appropriate to the professional physician assistant role. The basic principles of pharmacology, pharmacodynamics and pharmacokinetics are applied to generate pharmacologic management plans for the diseases/disorders based upon current clinical practice guidelines and other evidence-based resources. This 3-series Clinical Pharmacology Course collectively provides an introduction to the pharmacologic processes in the care
and promotion of wellness across the lifespan, including the medications commonly used to treat human disorders, their classification, mechanisms of actions, indications, contraindications/cautions, formulations, routes of metabolism and excretion, adverse reactions, and drug interactions.

**Prerequisite: Matriculation into the MPAS Program.**

**PAS 5371 EVIDENCE BASED PRACTICE II (1 CREDIT)**
This is the second in this two-course series. Students are taught evidence-based methodologies to evaluate clinical questions related to diagnosis, therapy, harm, and prognosis. This includes how to effectively search the literature, as well as principles of research and statistical analysis for the critical appraisal of published research and for conducting future research or clinical quality improvement projects. Topics include research ethics, study designs, sampling methods, design validity, descriptive and inferential statistics, selecting the appropriate statistical test, and hypothesis testing. During these courses, students initiate a group research project that will be continued in the Graduate Project I, II, and III courses with the identification of a research problem, formulation of a research question, and the drafting of a literature review and study proposal. (Satisfactory/Unsatisfactory)

**Prerequisite: Successful completion of the summer MPAS curriculum.**

**PAS 6141 SENIOR SEMINAR I (1 CREDIT)**
This is the first of three Senior Seminar courses intertwined with the experiential phase of the PA Program. Over this course series, students will be exposed to a wide variety of topics pertinent to medical practice, including: healthcare policy and systems issues, medicolegal aspects of clinical practice, reimbursement issues, PA employment issues, patient safety and error reduction measures, and public health issues (e.g., mandatory reporting requirements, public health disease control measures). In addition, students will give case presentations of interesting patients they cared for on clinical rotations, and participate in activities designed to prepare them for the end-of-program summative exam and PANCE. (Satisfactory/Unsatisfactory)

**Prerequisite: Successful completion of all didactic phase courses.**

**PAS 6171 GRADUATE PROJECT I (1 CREDIT)**
This is the first in a series of three courses designed to build upon the Evidence-Based Practice courses and provide students with experience in planning and implementing a graduate project. In these courses, students apply the concepts of evidence-based medicine to answer a question relevant to clinical practice or to devise a clinical practice improvement proposal. In the first course in the series, students work individually or in groups of up to four to select relevant information sources and to begin the process of reviewing the literature. For those doing original research, they must complete a study proposal as outlined in the Graduate Project Guidelines and at least begin seeking IRB approval if needed. (Satisfactory / Unsatisfactory)

**Prerequisite: Successful completion of all didactic phase courses.**

**PAS 6241 SENIOR SEMINAR II (1 CREDIT)**
This is the second of three Senior Seminar courses intertwined with the experiential phase of the PA Program. Over this course series, students will be exposed to a wide variety of topics pertinent to medical practice, including: healthcare policy and systems issues, medicolegal aspects of clinical practice, reimbursement issues, PA employment issues, patient safety and error reduction measures, and public health issues (e.g., mandatory reporting requirements, public health disease control measures). In addition, students will give case presentations of interesting patients they cared for on clinical practicums, and participate in activities designed to prepare them for the end-of-program summative exam and PANCE. (Satisfactory/Unsatisfactory)

**Prerequisite: Successful completion of all didactic phase courses.**
PAS 6271 GRADUATE PROJECT II (1 CREDIT)
This is the second in a series of three courses designed to build upon the Evidence-Based Practice courses and provide students with experience in planning and implementing a graduate project. In these courses, students apply the concepts of evidence-based medicine to answer a question relevant to clinical practice or to devise a clinical practice improvement proposal. In the second course in the series, students work individually or in groups of up to four to collect and analyze the evidence included in selected sources. For those doing original research, they must complete process of IRB approval if needed and finish data collection. (Satisfactory/Unsatisfactory)
Prerequisite: Successful completion of all didactic phase courses.

PAS 6341 SENIOR SEMINAR III (1 CREDIT)
This is the third of three Senior Seminar courses intertwined with the experiential phase of the PA Program. Over this course series, students will be exposed to a wide variety of topics pertinent to medical practice, including: healthcare policy and systems issues, medicolegal aspects of clinical practice, reimbursement issues, PA employment issues, patient safety and error reduction measures, and public health issues (e.g., mandatory reporting requirements, public health disease control measures). In addition, students will give case presentations of interesting patients they cared for on clinical practicums, and participate in activities designed to prepare them for the end-of-program summative exam and PANCE. (Satisfactory/Unsatisfactory)
Prerequisite: Successful completion of all didactic phase courses.

PAS 6371 GRADUATE PROJECT III (1 CREDIT)
This is the third in a series of three courses designed to build upon the Evidence-Based Practice courses and provide students with experience in planning and implementing a graduate project. In these courses, students apply the concepts of evidence-based medicine to answer a question relevant to clinical practice or to devise a clinical practice improvement proposal. In this third course in the series, students work individually or in groups of up to four to complete the project and communicate the project’s findings in oral and written formats. The course meets its conclusion through submission of (1) an evidence-based medicine review paper; (2) a case report; (3) an observational study; (4) a survey related to a medical or health topic; or (5) a rehabilitation focused experiment and study. A different method may be used but must have the approval of the Instructor of Record and associated faculty research advisor. (Satisfactory/Unsatisfactory)
Prerequisite: Successful completion of all didactic phase courses.
Clinical Experience Descriptions
In the Clinical Practicum courses, students participate in clinical education experiences on a rotating schedule. The MPAS Program describe these courses by clinical experience type. The MPAS Program requires some experiences with others listed as elective choices.

FAMILY MEDICINE ROTATION
In this 5-week (required) clinical rotation, students apply the knowledge, skills, and attitudes developed during the didactic phase to evaluate and manage patients in family medicine settings. Students are expected to perform appropriate health histories and physical examinations and order and interpret laboratory tests and other diagnostic studies to assist in formulating diagnoses and treatment plans. Patient education, disease prevention, and health promotion are incorporated into the care of acute and chronic diseases, for a diverse population over the lifespan. Prerequisite: Successful completion of all didactic phase courses.

INTERNAL MEDICINE ROTATION
In this 5-week (required) clinical rotation, students apply the knowledge, skills, and attitudes developed during the didactic phase to evaluate and manage adult and geriatric patients in a hospital setting or internal medicine office. Students are expected to perform appropriate health histories and physical examinations and order laboratory tests and other diagnostic studies to assist in formulating diagnoses and treatment plans. Patient education, disease prevention, and health promotion are incorporated into the care of acute and chronic diseases for a diverse population. Prerequisite: Successful completion of all didactic phase courses.

EMERGENCY MEDICINE ROTATION
In this 5-week (required) clinical rotation, students apply the knowledge, skills, and attitudes developed during the didactic phase to evaluate and manage patients presenting to Emergency Department and urgent care settings. Students are expected to appropriately triage and stabilize patients, perform appropriate health histories and physical examinations, and order laboratory tests and other diagnostic studies to assist in formulating diagnoses and treatment plans, and make appropriate referrals. Patient education, disease prevention, and health promotion are incorporated into the care of patients with acute disorders and acute exacerbations of chronic disorders, for a diverse population over the lifespan. Prerequisite: Successful completion of all didactic phase courses.

GENERAL SURGERY ROTATION
In this 5-week (required) clinical rotation, students apply the knowledge, skills, and attitudes developed during the didactic phase to evaluate and manage patients with common surgical disorders in pre-operative, intra-operative, and post-operative settings. Students are expected to perform appropriate health histories and physical examinations and order laboratory tests and other diagnostic studies to assist in determining if there is a surgically amenable condition and if the patient is a surgical candidate. Exposure to surgical techniques and surgical assisting are included. Patient education, disease prevention, and health promotion are incorporated into the care of the surgical patient, for a diverse population over the lifespan. Prerequisite: Successful completion of all didactic phase courses.

WOMEN’S HEALTH ROTATION
In this (required) clinical rotation, students apply the knowledge, skills, and attitudes developed during the didactic phase to evaluate and manage women’s health, gynecological and reproductive issues, and prenatal care. Students are expected to perform appropriate health histories and physical examinations and order laboratory tests and other diagnostic studies to assist in formulating diagnoses and treatment plans. There is a potential for exposure to surgical techniques and surgical assisting opportunities. Patient
education, disease prevention, and health promotion are incorporated into women’s health care, for a
diverse population. Prerequisite: Successful completion of all didactic phase courses.

**PEDIATRICS ROTATION**
In this (required) clinical rotation, students apply the knowledge, skills, and attitudes developed during
the didactic phase to evaluate and manage newborns, infants, children, and adolescent patients. Students
are expected to assess patients for normal growth and development, perform appropriate health histories
and physical examinations, and order laboratory tests and other diagnostic studies to assist in formulating
diagnoses and treatments. Patient education, disease prevention, and health promotion (including
interpretation of immunization schedules) are incorporated into the care of the pediatric patient.
Prerequisite: Successful completion of all didactic phase courses.

**BEHAVIOR HEALTH ROTATION**
In this (required) clinical rotation, students apply the knowledge, skills, and attitudes developed during
the didactic phase to evaluate and manage patients with psychiatric or behavioral health disorders.
Students are expected to perform appropriate health histories and physical examinations and psychiatric
assessments and order laboratory tests and other diagnostic studies to assist in formulating diagnoses and
appropriate treatment plans. Patient education, disease prevention, and health promotion are incorporated
into the care of patients with a psychiatric or behavioral health condition, for a diverse population over the
lifespan. Prerequisite: Successful completion of all didactic phase courses.

**ORTHOPEDICS CLINICAL ROTATION**
In this 5-week (elective) clinical rotation, students apply the knowledge, skills, and attitudes developed
during the didactic phase to evaluate and manage patients with musculoskeletal disorders. Students are
expected to perform appropriate health histories and physical examinations and order laboratory tests and
other diagnostic studies to assist in diagnosis and management of musculoskeletal disorders. Exposure to
surgical techniques and surgical assisting may be included. Patient education, disease prevention, and
health promotion are incorporated into the care of patients with musculoskeletal disorders, for a diverse
population over the lifespan. Prerequisite: Successful completion of all didactic phase courses.
(Satisfactory/Unsatisfactory)

**PLASTIC SURGERY ROTATION ELECTIVE**
In this (elective) clinical rotation, students apply the knowledge, skills, and attitudes developed during the
didactic phase to evaluate and manage patients undergoing reconstructive or cosmetic surgery. Students
are expected to perform appropriate health histories and physical examinations and order laboratory tests and
other diagnostic studies to assist in pre-operative evaluation and post-operative patient management.
Exposure to surgical techniques and surgical assisting opportunities are included. Prerequisite: Successful
completion of all didactic phase courses.

**HEMATOLOGY/ONCOLOGY ELECTIVE ROTATION**
In this (elective) clinical rotation, students apply the knowledge, skills, and attitudes developed during the
didactic phase to evaluate and manage patients with hematologic/oncologic disorders. Students are
expected to perform appropriate health histories and physical examinations and order laboratory tests and
other diagnostic studies to assist in formulating diagnoses and treatment plans. Patient education, disease
prevention, and health promotion are incorporated into the care of acute and chronic diseases, for a
diverse population over the lifespan. Prerequisite: Successful completion of all didactic phase courses.

**GENITOURINARY ELECTIVE ROTATION**
In this (elective) clinical rotation, students apply the knowledge, skills, and attitudes developed during the
didactic phase to evaluate and manage patients in a nephrology or urology practice. Students are expected
to perform appropriate health histories and physical examinations and order laboratory tests and other
diagnostic studies to assist in formulating diagnoses and treatment plans. Patient education, disease prevention, and health promotion are incorporated into the care of acute and chronic diseases, for a diverse population over the lifespan. Prerequisite: Successful completion of all didactic phase courses.

GASTROENTEROLOGY ELECTIVE ROTATION
In this (elective) clinical rotation, students apply the knowledge, skills, and attitudes developed during the didactic phase to evaluate and manage patients with gastrointestinal conditions in a gastroenterology practice. Students are expected to perform appropriate health histories and physical examinations and order laboratory tests and other diagnostic studies to assist in formulating diagnoses and treatment plans. Patient education, disease prevention, and health promotion are incorporated into the care of acute and chronic diseases for a diverse population over the lifespan. Prerequisite: Successful completion of all didactic phase courses.

OTORHINOLARYNGOLOGY (ENT) ELECTIVE ROTATION
In this (elective) clinical rotation, students apply the knowledge, skills, and attitudes developed during the didactic phase to evaluate and manage patients with disorders of the ears, nose, throat and related structures in an otorhinolaryngology practice. Students are expected to perform appropriate health histories and physical examinations and order laboratory tests and other diagnostic studies to assist in formulating diagnoses and treatment plans. Patient education, disease prevention, and health promotion are incorporated into the care of acute and chronic diseases for a diverse population over the lifespan. Prerequisite: Successful completion of all didactic phase courses.

DERMATOLOGY ELECTIVE ROTATION
In this (elective) clinical rotation, students apply the knowledge, skills, and attitudes developed during the didactic phase to evaluate and manage patients with acute and chronic skin conditions in a dermatology practice. Students are expected to perform appropriate health histories and physical examinations and order laboratory tests and other diagnostic studies to assist in formulating diagnoses and treatment plans. Patient education, disease prevention, and health promotion are incorporated into the care of a diverse population over the lifespan. Prerequisite: Successful completion of all didactic phase courses.

CARDIOLOGY ELECTIVE ROTATION
In this (elective) clinical rotation, students apply the knowledge, skills, and attitudes developed during the didactic phase to evaluate and manage patients in a cardiology practice. Students are expected to perform appropriate health histories and physical examinations and order laboratory tests and other diagnostic studies to assist in formulating diagnoses and treatment plans. Patient education, disease prevention, and health promotion are incorporated into the care of acute and chronic diseases of a diverse population over the lifespan. Prerequisite: Successful completion of all didactic phase courses.

MISC. ELECTIVE ROTATION
In this (elective) clinical rotation, students apply the knowledge, skills, and attitudes developed during the didactic phase to evaluate and manage patients in a medical or surgical practice area not otherwise listed in the course catalogue. Students are expected to perform appropriate health histories and physical examinations and order laboratory tests and other diagnostic studies to assist in formulating diagnoses and treatment plans as related to the elective’s discipline. Patient education, disease prevention, and health promotion are incorporated into the care of acute and chronic diseases for a diverse population over the lifespan. Prerequisite: Successful completion of all didactic phase courses.
MPAS PROGRAM POLICIES
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.

ADMISSIONS

Affirmative Action/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. However, the Program informs students that the process of becoming a PA requires the completion of an intellectually, as well as, physically challenging and rigorous graduate education Program with the candidate able to perform in a reasonably independent manner, and that reasonable accommodation does not exempt students with disabilities from certain tasks. The MPAS Program lists the tasks, skills and abilities necessary to enter and complete this Program in its Technical Standards.

Technical Standards
The Masters of Physician Assistant Studies Program at Trine University prepares PAs to serve as healthcare providers in a multitude of medical settings. This Program follows 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 PAs, individuals must demonstrate the ability to meet certain physical, intellectual, and communication expectations for performance. The Program communicates these in its Technical Standards.

The technical standards delineate the psychomotor, cognitive and affective skills and abilities deemed essential for matriculation into, continuation in, and graduation from the educational Program. Technical standards create specific expectations for student performance in the classroom, laboratory, and clinical education environments. Students must familiarize themselves with these essential functions and determine their ability to perform the specified tasks. Students must meet technical standards with or without reasonable accommodations consistent with The Americans with Disability Act, Section 504 of the Rehabilitation Act of 1973.

Applicants able to meet these standards sign a form indicating compliance. 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 for further action.
• Psychomotor Skills
An individual must possess the gross and fine motor skills needed to meet the responsibilities of a MPAS student in a wide variety of educational and clinical settings. Specific aptitudes include:
  o 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
  o Have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, diagnostic maneuvers, and procedures in a safe and effective manner
  o Able to sit, stand, and move within classroom, laboratory, examination rooms, treatment rooms, and operating rooms for long periods of time
  o Have sufficient coordination to move about patient care environments, and sufficient dexterity to use common medical instruments
  o Able to arrange for transportation between educational and clinical settings

• Observation
Observation, an essential component of evaluation and assessment for a MPAS student, requires:
  o Functional use of vision, hearing and somatic sensation including the ability to perceive position, pressure, movement, weight, and vibration.
  o 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
  o 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.

• Communication
The MPAS student must demonstrate effective and sensitive verbal, non-verbal, and written forms of communication in order to:
  o Elicit information
  o Describe changes in mood, activity, and posture
  o Assess non-verbal communications
  o 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

• Intellectual, Conceptual, and Integrative Abilities
To effectively solve problems, a MPAS student must demonstrate the ability to:
  o Measure, calculate, reason, analyze, integrate, and synthesize information in a timely manner
  o Comprehend three-dimensional relationships and understand the spatial relationships of structures
  o 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

- **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 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 for the Physician Assistant Profession.” (See Appendix 1)

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.

**Clinical Requirements/Required Documentation**

All expenses incurred in obtaining a physical, necessary laboratory tests, immunizations, and additional health requirements are the responsibility of the student. Students must keep their clinical requirements and related documentation up to date with the MPAS Program including:

1. Current health insurance
2. Results of TB test (Initial and annual)
3. Immunization records including required vaccinations and relevant titers (or proper waivers)
4. A statement of medical clearance signed by the student’s primary care provider
5. Clearance of results of substance abuse test (5 panel screen)
6. Clearance from criminal background check
7. Updated Technical Standards

**Substance Abuse Testing**

The MPAS Program requires students to consent to and pass a substance abuse test, in the form of a 5-10 panel drug screen, prior to admission and prior to beginning the 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.

**Background Check**
The 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. The Program requires 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 PA 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 he/she from the Program based on clinical placement difficulties.

The student incurs any expenses related to the procurement of initial and any subsequent background screening and/or any additional screening as required by clinical sites or the Program.

ACADEMIC STANDARDS

Grading Policy
The classroom instructor awards grades in accordance with policies posted in the Trine University Catalog. Course instructors inform students of their grading policy, and grades become official when reported to the Registrar.

Grading System
Trine University grades students on the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Point Average</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>94% and above</td>
</tr>
<tr>
<td>B-</td>
<td>Very Good</td>
<td>3.5</td>
<td>88-93%</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>82-87%</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.5</td>
<td>76-81%</td>
</tr>
<tr>
<td>C</td>
<td>Below average (lowest passing grade)2.0</td>
<td>2.0</td>
<td>70-75%</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
<td>69% or below</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>not figured into GPA</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>In Progress (grade deferred)</td>
<td>not figured into GPA</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal before completion of 80% of the semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal after completion of 80% of the semester with passing work at the time of withdrawal</td>
<td></td>
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</tr>
</tbody>
</table>

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.
Conditions for Testing
1. Code of Conduct (posted on every exam- see below)
2. Course Syllabi Policies
3. Exams MUST be downloaded at least 2 hours prior to start of exam OR at IOR’s request
4. Students will be seated in testing room 5 minutes prior to start of exam
5. Once in testing room
   a. no writing paper is allowed (except for materials provided by Program)
   b. no electronics other than those permitted by IOR or Proctor are allowed; turn off and store prior to entering testing room
   c. students may make notes during exam; all notes must be turned in at end of exam
   d. students will not use any on-line messaging once in exam room
Any breech of the above will result in referral of student to the Student Success Committee.

Code of Conduct: Academic Misconduct
The University prohibits all forms of academic misconduct. Academic misconduct refers to, but is not limited to, the following activities:
   1. Copying another person’s work and claiming it as your own, or submitting the same paper in two different courses without knowledge and consent of the instructor (plagiarism)
   2. Using the work of a group of students when the assignment requires individual work
   3. Requesting or purchasing materials from outside sources not consistent with the expectation of the assignment or assessment
   4. Looking at or attempting to look at an examination before it is administered or inappropriate conduct during the examination
   5. Using materials during an examination that are not permitted
   6. Allowing another student to take your examination for you
   7. Intentionally impeding the academic work of others
   8. Using any electronic device to transmit portions of questions or answers on an examination to other students
   9. Using any electronic device to improperly store information for an exam
   10. Knowingly furnishing false information to the University
   11. Assisting other students in any of the acts listed above

Grading Appeals and Incomplete Grade Policy
Please refer to the Trine University Student Handbook and Course Catalog for information regarding grading appeals, incomplete grade, in progress grade, and course repeat policies.

ACADEMIC STANDING

Graduate students in the Masters programs must maintain a 3.0 (See Trine University Course Catalogue available at https://www.trine.edu/resources/registrar/trineuniversitycoursecatalogfall2020b.pdf.

20-21 PA Student Handbook p.21
Students whose cumulative GPA drops below a 2.7 will be dismissed from Trine University. Students whose cumulative GPA falls between a 2.7 -2.99 will be given a probationary notice and asked to submit a self-assessment. The student will also be referred to the MPAS Student Success Committee.

Academic probation will only be permitted once and the student must then maintain a semester GPA of 3.0 for each subsequent semester.

A student who is dismissed may apply for readmission immediately by contacting the Program Director and completing the re-admit form, providing a 3-4 paragraph written statement explaining why he/she was not meeting academic standards and outlining a plan for his/her future success. The re-admit form requires students to submit a plan for raising their cumulative GPA back to 3.00.

Retention/Progression Requirements
The MPAS Program requires admitted students to carry the full semester load and to meet the academic and other progression criteria of the Program. MPAS Program students must comply with the Trine University College of Graduate and Professional Studies Satisfactory Academic Progress (SAP) Policy available at: https://www.trine.edu/about/policies/documents/cgps-sap-policy-12-19-2018.pdf

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 and loan programs. This policy also applies to students who receive GI Bill funding. Students must maintain satisfactory progress in all three areas regardless of whether or not you have received financial aid in the past.

A summary of the requirements for progression follows:
1. Earn a grade of C or better in all courses graded A through F
2. Earn a grade of S in all courses graded S (satisfactory) or U (unsatisfactory)
3. The student is subject to the University policy for overall GPA for Graduate Students
   a) The current requirement is to maintain a cumulative GPA of 3.0
4. To progress to Clinical Phase student must successfully complete all components of the Didactic Phase
5. Maintain professionalism/behavioral standards including compliance with Program and University policies and procedures including payment of educational costs

Progression through the Curriculum
The Student Success Committee evaluates any issues with student progression or advancement throughout the curriculum. The MPAS Program has designed the didactic curriculum to follow a prescribed sequence. Students must progress with their cohort. Failure to progress will result in a formal review of academic performance and may result in delayed graduation or dismissal from the Program (See Student Success Committee policies).
During the didactic phase, students are assessed in a variety of learning activities that include surrogate patient encounters, laboratory simulations, virtual simulations and objective standardized clinical examinations (OSCEs).

The MPAS Program will administer a comprehensive exam (Summative Exam 1) near the completion of the didactic phase of the curriculum to gauge the readiness of students to enter the clinical phase. The Summative Exam I is comprised of 360 questions that follows the National Commission on Certification of Physician Assistants (NCCPA) blueprint and mimics the PANCE in areas of length, content of task. The cumulative performance in the patient encounters, the satisfactory completion of all didactic courses and summative evaluations and the maintenance of appropriate professional behavior are required to matriculate to the clinical phase of the program and to remain qualified for graduation.

Requirements for Graduation
The Program requires students to follow the course of study in the Masters 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.

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. the Summative II Exam
   a. 700 question comprehensive examination
   b. mimics the PANCE content
   c. follows the National Commission on Certification of Physician Assistants (NCCPA) blueprint
2. A series of patient simulations
3. Objective Structured Clinical Examinations (OSCEs)

The Objective Structured Clinical Examinations (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.

Graduation for MPAS Students
The MPAS cohort graduates in December as indicated on the diploma; those decelerating will have a later graduation date. The Program will hold a graduation ceremony in December. Trine University issues official diplomas to those in compliance with both the degree requirements and the University requirements (e.g. business office), holding official diplomas and transcripts until students have met all responsibilities.

ACADEMIC POLICIES

Academic Advisors
The Program assigns each MPAS student to a member of the Program faculty for advising purposes. Each student must meet with his/her assigned advisor at least one time during each Program Phase, meeting more frequently when personal or academic difficulties dictate.

Academic Problems
A student having academic challenges in a course should see the Instructor of Record promptly and meet with their academic advisor in a timely manner.

Academic Difficulty
The Program will monitor students for academic difficulty throughout the curriculum. The Program will contact identified students to formulate an improvement plan up to and including referral to the Student Success Committee.

Student Success Committee
The MPAS Program’s Student Success Committee (SSC) adjudicates matters related to student academic and behavioral performance at the Program level. The SSC may recommend dismissal from the Program, deceleration within the Program or remediation. Remediation will consist of an individualized Academic Improvement Plan. Recommendations are processed through the Program Director in accordance with University policy.
Academic Probation

Students will be placed on Academic Probation as determined by the Student Success Committee or as required by Trine University Graduate School Policy. 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.

Remediation

Formal 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 70% or above or an S, or has received a U during a clinical rotation. Decisions regarding such are handled through the Student Success Committee. 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.

Reassessment Opportunity

The MPAS Program permits the retesting of up to 2 course written or practical exams in any one didactic class if the score is less than the passing grade for the exam. The student must notify the Instructor of Record (IOR) of his/her plan to retest within 48 hours of the issued grade. The student must complete a plan of action approved by the IOR prior to the retest. Students must complete the retest within 4 weeks at which time the test score obtained will replace the previous test score. In the clinical phase, the student may retest up to two EOR exams as a reassessment opportunity. After the second failure of the same EOR, the Student Success Committee will evaluate and implement a remediation plan.

Didactic Phase:

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

The SSC may recommend dismissal, deceleration or remediation through an Academic Improvement Plan.

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 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.

Clinical Phase: End of Rotation Exam Action Plan
The student is required to pass the EOR exam. Upon passing, the student is qualified to proceed with the clinical year.

If the student does not pass the EOR exam:
- They will be required to retake the EOR exam, for the same topic, within 5 weeks.
- The DCE will assist the student in formulating a strategy for success.
- The DCE may refer the student to the Student Success Committee for additional recommendations.

If the student passes the EOR exam on the second attempt:
- They are qualified to proceed with the clinical year.
- The DCE will determine if additional AIP is required.

If the student does not pass the EOR with their second attempt:
- The student will not progress to the next Clinical Practicum.
- The student will be referred to the Student Success Committee for evaluation.
- The SSC may recommend remediation, deceleration or dismissal from the Program.
- Remediation:
  - Will include an Academic Improvement Plan and retaking the EOR exam within a specified period of time.
  - May include an elective clinical practicum designed specifically to fulfill the students’ needs.

If the student passes the third attempt at their EOR exam:
- They are qualified to proceed with the clinical year.
- They will remain in a revised AIP through graduation.

If the student fails the third attempt at their EOR exam:
- The student will meet with the SSC.
- The SSC will recommend either deceleration or dismissal from the Program.
- In the event of deceleration, the SSC will recommend to which point in the entire Program curriculum the student will resume the Program.

If the failed EOR exam occurs in the last clinical practicum:
- The student will have the option to retake the EOR exam no more than 10 days from the time of the first exam without taking an incomplete and delaying their graduation.
• Failure of the retake EOR exam will result in delay of graduation and referral back to Student Success Committee, in accordance of policy.

NOTE: The student is responsible for the cost of any additional courses or time required by remediation or deceleration.

Deceleration
Deceleration interrupts a student’s progression. Deceleration falls under the jurisdiction of the Student Success Committee. 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

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.

Withdrawal
Refer to Trine University’s Withdrawal policy.

BEHAVIOR/PROFESSIONAL CONDUCT

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

• Aiding or Abetting academic or criminal misconduct
• Alcohol use on campus.
• Civil Disturbance
• Communication Network/Social Media Misuse or Abuse
• Dangerous Weapons Possession
• Destruction of Property
• Disruptive Inappropriate Behavior
• Drone/Unmanned Aircraft (UA) Use on Campus
• Drug Possession, Use, Dealing or Intent to Deal
• Emergency Evacuation
• Failure to Comply
• False Report of Threat or Emergency
• Fire Equipment, Signs, and Fire Doors
• Harassment, Non-sexual
• Hazing
• Identification Misuse
• Littering
• Non-sexual Assault
• Recording Device Misuse
• Campus use of Self-Balancing Scooters
Selling or Advertising on University Property
Smoking and Tobacco Products
Stolen Property Possession/Theft
Unauthorized Entry or Misuse of University Property or Services
Unauthorized Use of University Keys

Academic Misconduct
The University prohibits all forms of academic misconduct. Academic misconduct refers to, but is not limited to, the following activities:

- Copying another person’s work and claiming it as your own, or submitting the same paper in two different courses without knowledge and consent of the instructor (plagiarism);
- Using the work of a group of students when the assignment requires individual work;
- Requesting or purchasing materials from outside sources not consistent with the expectation of the assignment or assessment;
- Looking at or attempting to look at an examination before it is administered or inappropriate conduct during the examination;
- Using materials during an examination that are not permitted;
- Allowing another student to take your examination for you;
- Intentionally impeding the academic work of others;
- Using any electronic device to transmit portions of questions or answers on an examination to other students;
- Using any electronic device to improperly store information for an exam;
- Knowingly furnishing false information to the University;
- Assisting other students in any of the acts listed above.

Moreover, the University expects a student to submit his/her own work and to identify any portion of work that has been borrowed from others in any form. The University considers an ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, a failure to master an essential course skill as an act of Academic Misconduct. The University deems a deliberate act of plagiarism, such as having someone else do your work or submitting someone else’s work as your own (e.g., from the Internet, including homework and in-class exercises), as Academic Misconduct resulting in more serious penalties.

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 appropriate Dean, Academic Misconduct may also result in expulsion from the University.

Level 1
The University considers an ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, a failure to master an essential course skill and an act of Academic Misconduct.

- Evidence suggests the offense may have arisen from a temporary panic or from confusion.
- No evidence suggests that the student or students engaged in sustained or especially serious violation of academic integrity.

Intervention
Level 2
Second violation of academic integrity, when the first offense cited at level 1.

- Evidence suggests student has made no attempt to improve integrity of work or students engaged in sustained or especially serious violation of academic integrity.

**Intervention**
- We Care Alert filed
- Failing grade for course
- Placed on academic integrity probation
- Must issue a Personal Improvement Plan
- Notification of appropriate parties of interest
- Meet with Program Director

Level 3
The University deems a deliberate act of plagiarism, such as having someone else do your work or submitting someone else’s work as your own (e.g., from the Internet, including homework and in-class exercises), as Academic Misconduct resulting in more serious penalties.

- Evidence suggests the individual engaged in sustained or an especially serious violation of academic integrity. For example, deliberate plagiarism, purchase of work or cheating on an examination may be in this category.

**Intervention**
- We Care Alert filed
- Failing grade for course
- Immediate disciplinary dismissal from Program and University communicated by the Dean of Graduate Studies
- Notification of appropriate parties of interest

**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.

**Attendance Policy**

Unless absent for reasons of illness or participation in an event sanctioned by the Trine University MPAS Program, attendance and punctuality are mandatory for all classes, labs, seminars, small group discussions, field experiences, clinical rotations, and any other activities designed by the Program staff and administration. The Program defines an unexcused absence as any absence from any the above without prior approval from the Instructor or Academic Advisor.

Should a student be more than 15 minutes late to an activity or class without notifying the instructor this will be considered equivalent to an unexcused absence.

1. The Program considers excessive unexcused absences, three (3) or more, as unprofessional behavior/conduct, referring these to the Student Success Committee and making these subject to disciplinary action.

2. Students must report absences during the didactic phase by email to their Academic Advisor and the Administrative Assistant prior to class.

3. Students must report absences during the clinical phase by phone to the Clinical Site Preceptor. In addition, students must send an email to the Director of Clinical Education and Administrative Assistant prior to the missed clinical rotation day.

4. In the event of three (3) or more consecutive days missed due to illness or injury, the student must obtain documentation from a MD, DO, PA or NP related to their absence.

5. The Student Success Committee will determine which absences to excuse.

6. The student is responsible for all class content.

7. When students request to miss a scheduled class(es) or day in the didactic phase:
   a. Submit emergent requests verbally to the Instructor of Record (IOR) followed by a formal email. The IOR gives a verbal response, documented with the formal communication.
   b. Submit routine requests, with as much lead time as possible, by email to the Instructor of Record (IOR). The IOR sends responses by email after, if needed, consultation with the Academic Advisor.
   c. If approved, the student may miss the requested time. If not approved, the Program will consider any absence “unexcused”. This may result in some form of academic discipline.

8. The instructor has no obligation to give make-up examinations or to review other class work missed by the student as the result of an unexcused absence.

9. If allowed, the student must make up any missed examination as scheduled by the instructor.

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 shall make arrangements for completion of course with his/her professors upon return.

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 Administrative Assistant for mail pick up. In the clinical phase, students will receive an email indicating they should check their Trine University issued mailboxes on the Carew Street campus.

Dress Code for Classroom, Lab and Clinicals
The 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.
1. Wear appropriate business casual attire in the classroom. Scrubs may be worn for labs and anatomy. 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 SSC.

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

Laboratory and Classroom Policy
A student must practice the following procedures and precautions for the use of lab, classroom, and equipment:
1. Students must receive training on all equipment relating to the course of study or for approved research endeavors.
2. Students must only practice on one another following guidelines to minimize accidents and errors.
3. Students must leave their space in a neat and organized manner.
4. Under no circumstances will students provide treatment for a pathological condition.
5. A responsible faculty member and the Program Director must approve any exceptions to the above rules.

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

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

**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", The *Trine University Student Handbook* and other guides to professional behavior including this *MPAS Student Handbook*, *Clinical Handbook*, and course syllabi. 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.

**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. If expecting a critical health or family-related call, please inform the instructor or preceptor prior to start of session. 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. Computers will be used solely to administer the examination.

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.

**Social Media Policy**

The Program expects MPAS students to follow best practices when engaging in social media.
1. Responsibility for the material shared through social media.
2. Liability for false and unsubstantiated claims and inaccurate or inflammatory communications. Libel laws 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. Students must not interact with patients via social media.
4. Communicate unprofessional social media content to Trine peers. 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.

5. Maintain clear lines between professional and personal social media activities.

6. Never use the University’s name to promote or endorse any product, cause, religious view, political party, candidate, etc.

7. Never use the 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 University’s Mission.

8. Refrain from posting content such as images or medical records that represent a breach of confidentiality.

**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.

**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.

**AAPA Guidelines for Ethical Conduct**
The American Academy of Physician Assistants (AAPA) has adopted Guidelines for Ethical Conduct for the PA Profession (See Appendix 1). 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.

**Student Membership in AAPA**
The Program expects Trine University MPAS students to become student members of the 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.

**Professional Image Difficulties**
Difficulties in forming a professional image include, but are not limited to the following:

1. Severe and persistent problems with personal hygiene which inhibit interaction with others.
2. 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.
3. 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.
4. Personal problems that interfere with the students’ ability to work effectively.
5. 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 will look at the situation. Consequences could include failure of a didactic or clinical course or dismissal from the Program.

Grounds for Dismissal from the MPAS Program
1. Publishing, discussing, or sharing in any way the health information of other individuals. 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.
2. Claiming to be an official representative or spokesperson for Trine University or its entities, including the MPAS Program.
3. Using the University’s name to promote or endorse any product, cause, religious view, political party, candidate, etc. via any communication method.
4. 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.
5. Exhibiting unprofessional behavior.
6. Using vulgar language.
7. 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.
8. 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.
9. 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).
10. Exhibiting significant difficulties in forming a professional image.

Non-Discrimination Statement

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 designated Ms. Jamie Norton as its Title IX coordinator, and as 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. Ms. Norton may be contacted as follows:

Jamie Norton  
Director of Human Resources  
Trine University  
One University Avenue  
Angola, Indiana 46703  
260.665.4848 (Direct)  
nortonj@trine.edu

American with Disabilities Act (ADA) Compliance  
Trine has an Americans with Disabilities Act (ADA) and Section 504 (of the Rehabilitation Act of 1973) Coordinator for students, Ms. Abby Salge, salgea@trine.edu, 260-665-4590.  
Ms. Salge’s duties include the following:  
1. Reviewing documentation for requests for reasonable accommodations;  
2. Accepting and assisting in investigating any grievances filed by students who believe they have been subjected to discrimination on the basis of disability;  
3. Assist in coordinating the efforts of the University to comply with Section 504 and related disability laws;  
4. Maintaining data and assisting in preparation of notices and reports necessary for University compliance with Section 504 and related disability laws.

Trine University commits to the full inclusion of individuals with disabilities, and to improving the accessibility of our campus, Programs and activities. Any student who wishes to request an accommodation, or who has questions about the accommodation process should contact Abby Salge, Director of Accessibility Services directly. In addition, you should be aware that the University prohibits retaliation against individuals for engaging in activities protected by the ADA or by Section 504. University faculty and staff shall not discriminate or retaliate against any individual because that individual has advocated on behalf of a disabled student or applicant.

It is the policy of Trine University not to discriminate against qualified individuals with disabilities and to provide reasonable accommodations as required by law. Students with disabilities who wish to request academic adjustments need to meet with the Director of Accessibility Services and provide recent documentation from an appropriate professional source concerning the disability. This documentation must contain a clear diagnosis, tell how the condition affects the student’s ability to function, explain what academic adjustments are needed, and show how the disability relates to these adjustments. For students deemed eligible for academic adjustments, the coordinator will notify the student’s professors regarding the requested adjustments. The ADA and Section 504 Coordinator bases reasonable academic accommodation on documented individual needs, allowing for the most integrated experience possible, ones which do not compromise the essential requirements of a course or Program, do not pose a threat to a person or public safety, do not impose undue financial or administrative burden and not of a personal nature. The university keeps the exact nature of a disability confidential. Visit the Trine University website for additional information at:
Academic Support Services assists all students in becoming efficient, self-confident, and independent learners. For more information on academic support services, telephone 260-665-4853 or FAX 260-664-4283 or visit the website at: https://www.trine.edu/academics/success/academic-support-services.aspx

Harassment
The University defines harassment as follows: when an individual intends to bully, pursue, bother, annoy, or harm another person. This includes stalking, cyber-harassment, cyber bullying, and cyber impersonations such as setting up fake accounts. The University prohibits harassing behavior and retaliation for such.

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 taking into account any previous campus community standard violations. See Trine University policy in Trine Student Handbook and at Title IX / Gender Based Sexual Misconduct (Including Sexual Assault) Policy at https://www.trine.edu/about/titleix/index.aspx (or succession documents)

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

Assessment
Trine University commits to providing quality educational experiences for our students. The information gathered through the assessment process provides information for continual improvement of our Programs. As part of the assessment process, the University and/or Program will ask students 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, the University and/or Program will use anonymous samples of student course work in an assessment process. Changes in the curriculum may occur as a result of the assessment review process.

Clinical Year/Experiential Phase

Complaints
Complaint about the Program Quality to ARC-PA

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.

Communicate with ARC-PA at:
Accreditation Review Commission on Education for the Physician Assistant, Inc.
12000 Findley Road, Suite 150
Johns Creek, GA 30097
(703) 476-1224

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.

Emergency Procedures

Call 911 in the event of an emergency.

Refer to Parkview facility policies.

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.

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. Such claims may result in denial of eligibility for licensure after graduation from PA school. 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.
- When students are on clinical rotations, students cannot substitute for clinical or administrative staff.

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

At their own expense, 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.
Health Conditions/Change in Health Status
Students are responsible for notifying the instructor and faculty advisor 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 changes in health status.

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 providing individual course instructors (including the Director of Clinical Education if the student is engaged in clinical activities) with a written statement from a physician that s/he has been approved to return to and participate in all required 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.

In the event of pregnancy:
1. The student must provide early notification to the course instructors or the Director of Clinical Education to formulate a plan that will lead to satisfactory completion.
2. Medical documentation from a physician must identify all limitations if activities need to be restricted.

Health Risks
The Program will inform students of health risks that they may encounter throughout the educational program and will follow the OSHA regulations and standard precautions. The Program requires students to sign the Assumption of Risk/Release of Liability Form received during didactic and clinical orientation.

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.

Students of 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.

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.

**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 requires 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.

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

**During a Clinical Experience or Outside Program-Related Activity**

1. The student must notify their preceptor and Director of Clinical Education immediately of an emergency or injury.
2. The student or MPAS faculty will complete necessary paperwork required by the clinical affiliate as well as Trine University Incident Form.

**Injury from Sharps and/or Exposed Mucous Membrane**

1. Follow clinical affiliate’s guidelines. If no guidelines then do as follows:
   a. If exposed to blood or body fluid, follow Center for Disease Control and Prevention current guidelines.
   b. Wash the exposed area immediately - for skin with soap and water; flush splashes to nose, mouth or skin with water; irrigate eyes with clean water, saline, or sterile irrigant.
2. Non-contaminated sharps injuries are treated at the affiliated agency as needed.

**Holidays**

During the didactic phase of the MPAS Program, the students will follow Trine University’s holiday semester and spring breaks. During the second year, the clinical phase, the students will follow the schedule of the assigned clinical site or as determined by the Program’s vacation schedule.
Interprofessional Education (IPE)
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 Masters 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 MPAS faculty.

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 Services webpage for more information.

Laptop Computer Policy
The Program requires all Trine University PA students to have or purchase a laptop computer for use in the MPAS Program curriculum in both didactic and clinical phases. The Health Sciences Education Center has wireless internet access.

- Windows 10 Operating System or Mac OS 10.13 or newer
- 8GB RAM or higher
- Webcam
- 15 GHz processor or larger
- 802.11AC Dual Band Network card or adapter
- 256GB Hard Drive is recommended. Trine University provides 1TB of online cloud storage through Microsoft OneDrive.
- Trine University provides the full Microsoft Office 2016/O365 Suite for students on up to 5 personal devices. While attending Trine you do not need to purchase this software.
- Antivirus software: Several free versions (Microsoft Security Essentials, Avira, Avast, etc.) provide the same protection as paid services. While Trine University does not have specific recommendations, if you have questions about products or installation please contact the Help Desk.
- Chromebooks are NOT compatible with IT Specifications.
Trine University provides students with the full Microsoft Office 2016 Suite at no cost. Visit the IT myPortal page for more information. To ensure a stable network connection for online courses, a reliable internet connection is required. Wi-Fi hotspot devices may not be adequate.

The Program also requires students to have the proper programs (e.g. Exam Soft) installed on their personal laptop computer. It is imperative that students bring their personal laptop computer to class as the Program uses electronic platforms for curriculum, examinations, and quizzes. In the event that a student’s computer has malfunctioned or is lost or stolen, the student must immediately inform his/her advisor. Failure to bring a personal laptop may result in Student Success Committee action under the context of unprofessionalism.

Learning Resources

Library
A collection of current texts, journals, periodicals and reference materials applicable and related to the curriculum and the continued professional growth of PAs is housed in the Learning Resource Center (LRC). Additional materials are available online for student use. Various items are kept on reserve at the LRC for on premise use only. Interlibrary exchange is available via interlibrary loans (ILL) from the main Trine University library and will be delivered and/or returned as needed.

For electronic access to PA resources in the library, go to the library’s home page. Start in the Physician Assistant (PA) guide, search “Trine Library and Beyond” search box or through any of the links to books, journals, etc. Login using your Trine credentials (email and password). Check the tutorials for how-to guides, such as downloading eBooks.

Internet
The University provides Internet access to all students. The MPAS Program is housed in a Wi-Fi enabled building. All students will use their assigned Trine University email address for Program emails. Trine University also has access to numerous digital web based libraries.

Leave of Absence
Students who find it necessary to temporarily withdraw from the Program for 4 weeks or longer must formally request a leave of absence (LOA).
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.
3. A Leave of Absence is not guaranteed.
4. Students may need to complete specified activities while on leave. This may include, but is not limited to, additional coursework, tutoring, and/or meeting with advisor.
5. A student who withdraws from any required course without requesting and/or receiving an LOA from the Program will be considered as having withdrawn from the MPAS Program.

If granted an LOA:
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.

**Renewal of Leave of Absence:**

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.
3. Renewals are not guaranteed but are at the discretion of the Program.
4. 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.
5. 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.
6. The student is financially responsible for any fees or expenses associated with an LOA or return to the Program.
7. The Program may find a student in need of significant education such that s/he may have to restart the Program.
8. 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.

**Lost Records/Program Materials Replacement Fee**

As professionals, the Program expects MPAS 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 ($5.00-$25.00 depending upon extent of records/search) or replacing lost Program provided materials (examples: nametags, keys, printed comprehensive syllabi).

**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 mandatory training arranged by Trine University Rinker-Ross School of Health Sciences.

Blood-borne Pathogens Training is required prior to participation in clinical and/or patient-related activities. Training includes proper hand-washing, 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.
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.

Payment of Educational Costs
Payment of tuition and fees are due at the Business Office on the date indicated on the student’s bill. 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 fulfills the obligation. The University will assess late fees to students owing a balance. Students incur costs for collection and/or attorney costs if such efforts should become necessary.

MPAS Program Tuition and Fees
The MPAS Program has a comprehensive fee approach. 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 own their subscriptions, books and equipment.

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: http://www.trine.edu/registrar/ferpa.aspx. Students will need to sign a release as required by clinical sites such as for dissemination of immunization records.

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.

Student Accounts
The Office of Student Accounts is located in Forman Hall and is open Monday through Friday, 8:00 AM – 4:00 PM. Students may pay their tuition, room and board, and other miscellaneous charges in our office. Balances are to be paid in full by the posted due date. Outstanding balances could result in a $25 per month late fee and/or dismissal from the University. A student’s account must be paid in full in order to register for the following semester or receive a transcript/diploma. For questions, please contact our office at businessoffice@trine.edu or 1-800-347-4878 option 4.

View Your Bill/Student Account

REVISED BILLS ARE NOT MAILED. Please allow up to 2 business days for revisions to be reflected on myPortal (see instructions below for viewing your account on myPortal).

- Current or Revised bill: myPortal ► Student ► Student Account Center ► Course & Fee Statement ► Generate ► View
- Account History: myPortal ► Student ► Student Account Center ► My Account Balances ► click on A/R $ x.xx

Payment Options

1) **Credit/debit cards are only accepted online** – go to trine.afford.com and select “Make a One-Time Payment”.
   - American Express, Discover, MasterCard and Visa are accepted online with a 2.99% service fee.
   - eCheck (*no additional cost*) – ACH payment directly from your checking or savings account.

1) Monthly payment plan through TMS/Nelnet for your **semester** cost (offered for fall and spring only).
   - There is a $35 fee to enroll. **NOTE: you must re-enroll each semester.**
   - Plans are interest free and available in 6, 5, or 4 monthly installments.
   - Payments are always due the 1st of each month and must be made directly to TMS/Nelnet.
   - Once enrolled, the payment plan remaining balance will reflect on your bill. **Any balance not included in your budget must be paid by the due date.**
   - To enroll, go to trine.afford.com or call 1-800-722-4867.

2) Cash or checks are accepted in the Office of Student Accounts.
   - Checks can be mailed to: Trine University, ATTN: Student Accounts, One University Avenue, Angola IN 46703.

Withdrawal/Drop Schedule

Refunds of tuition, room, and board due to withdrawal/drop are determined by the schedule below.

*The international fee and enrollment fee are non-refundable.*

Tuition:
Week 1.................................................................................................100%
Week 2 and 3..........................................................................................50%
Week 4........................................................................................................0%

Room and Board:
Week 1.................................................................................................Prorated at $50/day
Week 2 and 3..........................................................................................50%
Week 4........................................................................................................0%

A $50 administration fee applies to “exception” drops (per occurrence).

If a student decides to drop/add or withdraw after registering for classes:

- The student is responsible for completing the proper paperwork through the Registrar’s Office. Non-payment and/or non-attendance does not constitute a drop/withdrawal from classes. If a student does not follow the proper procedures, they are financially responsible for all charges incurred on their account.
- The amount due for the semester may change (revised bills can be viewed on myPortal).
- Loss of financial aid from a federal, state, or institutional source may occur.

Please note: If a student receiving financial aid withdraws during the semester, that aid is subject to a federal refund calculation.

Refunds are processed after a student officially withdraws and all charges/credits are posted (official withdrawal form required).

Credit Balances/Refunds

- Students that have a credit on their student account (due to excess financial aid, overpayment, etc.) can purchase books/required supplies at the Bookstore, by selecting “financial aid” as the form of payment.
- Students that are eligible to receive a refund due to credit on their student account, must submit direct deposit information on myPortal. Refunds are automatically processed within 14 days of the credit being posted.
  - To submit Direct Deposit information: myPortal ► Student ► Student Account Center ► Direct Deposit Form (submit). Your information will be automatically stored in our secure database; no need to submit it again, unless you need to make a change. Direct Deposit is the easiest and quickest way to receive a refund!

1098-T Tax Information

1098-T tax forms are available each year by the January 31st deadline. Forms are NOT mailed out, and must be viewed and/or printed on myPortal (please refer to myPortal for additional information).
**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. 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. 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.

If the university is forced to close residential facilities, a refund for housing will be issued to on-campus students. The credit will be based upon the week in the fall or spring semester that a closure occurs. Meal plan refunds will be on a pro-rata basis.

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<thead>
<tr>
<th>Week</th>
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<tbody>
<tr>
<td>1 – 4</td>
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<td>9 – 10</td>
<td>30%</td>
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<td>11 – 13</td>
<td>25%</td>
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<tr>
<td>14 – 16</td>
<td>0%</td>
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</tbody>
</table>

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The University may apply the credit to a student’s account with the University to offset any outstanding balances.

**Student Information Form**
The 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.

**Student Health Services**
MPAS students do not pay the Health Services fee so they are not eligible to use the main campus Health Services. Students may seek care from local providers (e.g. RediMed, pharmacy walk-in clinics), 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 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.

The Program will excuse students from classes for personal problems that may impact their progress. In addition, Parkview Health provides counseling services to health science students. 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](https://www.parkview.com/services-specialties/behavioral-health/behavioral-health).

**Student Support Services**
Please refer to the Trine University website for information regarding the following Student Support Services:
- Office of Financial Aid
- Business Office
- Wireless and Mobile Computing
- Academic Success Center
- Alumni and Development
- Career Services
- Counseling Services
- The LINK-Learning, Information, and Knowledge Center
- Information Technology Help Desk
- Office of Student Services
- Office of Student Success and Retention – part of the Academic Success Center
- Registrar Office
- Zollner Golf Course
**Tutoring**
If a student needs personal tutoring, s/he incurs the expense. The MPAS Program can offer suggestions for finding tutors. In the situation with a course-wide difficulty, the MPAS Program has budgeted for such tutoring.

**Weather**

**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 Campus 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.

**Thunderstorm**
A THUNDERSTORM WATCH means atmospheric conditions favor the formation of severe weather. Remain alert to this potential, but the University recommends no other specific action other than listening for broadcast messages if a radio or television is available.

A THUNDERSTORM WARNING means a severe storm is imminent. All people should seek shelter immediately away from glass windows and doors.

**Tornado**
A TORNADO WATCH means atmospheric conditions favor the formation of tornados. Remain alert to this potential, but the University recommends no other specific action other than listening for broadcast messages if a radio or television is available.

A TORNADO WARNING means a tornado has been sighted and poses an immediate threat. Immediately cease all University activities and go to the lowest level of the building. Personnel should turn off any laboratory equipment and immediately guide those in their care to the lowest level of the building, rendering assistance to people with disabilities. All people should seek the safest location, usually the center portions of buildings, close to walls and away from windows. People should remain there until notified by emergency personnel that it is safe to leave the area.
APPENDIX 1: AAPA Guidelines for Ethical Conduct for the PA Profession

Guidelines for Ethical Conduct for the PA Profession

Introduction

Statement of Values of the PA Profession

The PA and Patient
  PA Role and Responsibilities
  The PA and Diversity
  Nondiscrimination
  Initiation and Discontinuation of Care
  Informed Consent
  Confidentiality
  The Patient and the Medical Record
  Disclosure
  Care of Family Members and Co-workers
  Genetic Testing
  Reproductive Decision Making
  End of Life

The PA and Individual Professionalism
  Conflict of Interest
  Professional Identity
  Competency
  Sexual Relationships
  Gender Discrimination and Sexual Harassment

The PA and Other Professionals
  Team Practice
  Illegal and Unethical Conduct
  Impairment
  PA-Physician Relationship
  Complementary and Alternative Medicine

The PA and the Health Care System
  Workplace Actions
  PAs as Educators
  PAs and Research

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PAs as Expert Witnesses

The PA and Society
  Lawfulness
  Executions
  Access to Care / Resource Allocation
  Community Well Being

Conclusion

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 comprehensible 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.

It is unethical for PAs to engage in or condone any form of sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

Such conduct has the purpose or effect of interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive work or academic environment, or
Accepting or rejecting such conduct affects or may be perceived to affect professional decisions concerning an individual, or

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's training or professional position.

The PA and Other Professionals

Team Practice

PAs should be committed to working collegially with other members of the health care team to assure integrated, well-managed, and effective care of patients. PAs should strive to maintain a spirit of cooperation with other health care professionals, their organizations, and the general public.

Illegal and Unethical Conduct

PAs should not participate in or conceal any activity that will bring discredit or dishonor to the PA profession. They should report illegal or unethical conduct by health care professionals to the appropriate authorities.

Impairment

PAs have an ethical responsibility to protect patients and the public by identifying and assisting impaired colleagues. “Impaired” means being unable to practice medicine with reasonable skill and safety because of physical or mental illness, loss of motor skills, or excessive use or abuse of drugs and alcohol.

PAs should be able to recognize impairment in physician supervisors, PAs, and other health care providers and should seek assistance from appropriate resources to encourage these individuals to obtain treatment.

PA–Physician Relationship

Supervision should include ongoing communication between the physician and the PA regarding patient care. The PA should consult the supervising physician whenever it will safeguard or advance the welfare of the patient. This includes seeking assistance in situations of conflict with a patient or another health care professional.

Complementary and Alternative Medicine

When a patient asks about an alternative therapy, the PA has an ethical obligation to gain a basic understanding of the alternative therapy being considered or being used and how the treatment will affect the patient. If the treatment would harm the patient, the PA should work diligently to dissuade the patient from using it, advise other treatment, and perhaps consider transferring the patient to another provider.
The PA and the Health Care System

Workplace Actions

PAs may face difficult personal decisions to withhold medical services when workplace actions (e.g., strikes, sick-outs, slowdowns, etc.) occur. The potential harm to patients should be carefully weighed against the potential improvements to working conditions and, ultimately, patient care that could result. In general, PAs should individually and collectively work to find alternatives to such actions in addressing workplace concerns.

PAs as Educators

All PAs have a responsibility to share knowledge and information with patients, other health professionals, students, and the public. The ethical duty to teach includes effective communication with patients so that they will have the information necessary to participate in their health care and wellness.

PAs and Research

The most important ethical principle in research is honesty. This includes assuring subjects’ informed consent, following treatment protocols, and accurately reporting findings. Fraud and dishonesty in research should be reported so that the appropriate authorities can take action.

PAs involved in research must be aware of potential conflicts of interest. The patient's welfare takes precedence over the desired research outcome. Any conflict of interest should be disclosed.

In scientific writing, PAs should report information honestly and accurately. Sources of funding for the research must be included in the published reports.

Plagiarism is unethical. Incorporating the words of others, either verbatim or by paraphrasing, without appropriate attribution is unethical and may have legal consequences. When submitting a document for publication, any previous publication of any portion of the document must be fully disclosed.

PAs as Expert Witnesses

The PA expert witness should testify to what he or she believes to be the truth. The PA’s review of medical facts should be thorough, fair, and impartial.

The PA expert witness should be fairly compensated for time spent preparing, appearing, and testifying. The PA should not accept a contingency fee based on the outcome of a case in which testimony is given or derive personal, financial, or professional favor in addition to compensation.
The PA and Society

Lawfulness

PAs have the dual duty to respect the law and to work for positive change to laws that will enhance the health and well-being of the community.

Executions

PAs, as health care professionals, should not participate in executions because to do so would violate the ethical principle of beneficence.

Access to Care / Resource Allocation

PAs have a responsibility to use health care resources in an appropriate and efficient manner so that all patients have access to needed health care. Resource allocation should be based on societal needs and policies, not the circumstances of an individual patient–PA encounter. PAs participating in policy decisions about resource allocation should consider medical need, cost-effectiveness, efficacy, and equitable distribution of benefits and burdens in society.

Community Well Being

PAs should work for the health, well-being, and the best interest of both the patient and the community. Sometimes there is a dynamic moral tension between the well-being of the community in general and the individual patient. Conflict between an individual patient’s best interest and the common good is not always easily resolved. In general, PAs should be committed to upholding and enhancing community values, be aware of the needs of the community, and use the knowledge and experience acquired as professionals to contribute to an improved community.

Conclusion

AAPA recognizes its responsibility to aid the PA profession as it strives to provide high quality, accessible health care. PAs wrote these guidelines for themselves and other PAs. The ultimate goal is to honor patients and earn their trust while providing the best and most appropriate care possible. At the same time, PAs must understand their personal values and beliefs and recognize the ways in which those values and beliefs can impact the care they provide.