



Rinker-Ross School of Health Sciences

PA Program
Student Handbook

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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.

Trine University has applied for Accreditation - Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Trine University anticipates matriculating its first class in August 2018, pending achieving Accreditation - Provisional status at the March 2018 ARC-PA meeting. 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. In the event that provisional accreditation is not received, the graduate PA program will not commence in August 2018 and graduate PA tuition deposits will be refunded.

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

	Mission	Vision
University	Trine University promotes intellectual and personal development, through professionally focused and formative learning opportunities, preparing students to succeed, lead, and serve.	Trine will be the very best mid-sized private university, contributing to local and regional economic and cultural development. Trine University will be characterized as engaged, dynamic, growing, and adding value.
Rinker-Ross School of Health Sciences	The School of Health Sciences at Trine University, by providing high quality, professionally focused and formative learning opportunities, enables its students, graduates and faculty to make a positive impact on the health and wellness of their communities through service, leadership, and scholarship.	The School of Health Sciences at Trine University will be recognized as a premier provider of health science education, adding value to the lives of its graduates and community members.
Physician Assistant Program	The Physician Assistant Program at Trine University will provide an outstanding professional educational experience that produces physician assistant graduates capable of delivering safe, appropriate, effective, and cost-efficient medical care in a variety of clinical settings, while also preparing them to succeed, lead, and serve.	The Physician Assistant Program at Trine University will provide a dynamic and engaging medical education to students using a combination of traditional and case-based learning experiences with emphases on professionalism, interprofessional collaborative practice, and safe, appropriate, effective, and cost-efficient medical care.

Trine PA Program Learning Outcomes (Goals)

The Trine University PA 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 are able to 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 PA Program Competencies

By the end of the PA 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 *PA Professional Oath* (<http://www.pasconnect.org/what-is-the-pa-professional-oath/>) and the American Academy of Physician Assistant's "Guidelines for Ethical Conduct for the Physician Assistant Profession"
<https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>
(or successor documents/links)
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.

PA PROGRAM CURRICULUM OVERVIEW

The PA program is a 117 credit hour 7 semester curriculum of approximately 29 months divided into didactic and experiential phases. See the course descriptions for more details.

Didactic Phase (66 credit hours)

The didactic Phase of the physician assistant (PA) program is comprised of four semesters. Although primarily campus-based, students occasionally need to travel to clinical application obligations, including local interprofessional education activities.

Fall 1 (16 weeks – 18 credit hours)

PAS	5007	Foundations of Human Medicine (7)
PAS	5014	Clinical Skills-I (4)
PAS	5022	PA Professional Issues, Medical Ethics, and Psychosocial Aspects (2)
PAS	5052	Clinical Application and Reflection Experience-I (2)
PAS	5063	Pharmacology (3 credits)

Spring 1 (16 weeks – 18 credit hours)

PAS	5110	Clinical Medicine and Therapeutics-I (10)
PAS	5115	Clinical Skills-II (5)
PAS	5152	Clinical Application and Reflection Experience-II (2)
PAS	5171	Evidence Based Practice-I (1)

Summer 1 (12 weeks – 12 credit hours)

PAS	5205	Clinical Medicine and Therapeutics-II (5)
PAS	5215	Clinical Skills-III (5)
PAS	5252	Clinical Application and Reflection Experience-III (2)

Fall 2 (16 weeks – 18 credit hours)

PAS	5310	Clinical Medicine and Therapeutics-III (10)
PAS	5315	Clinical Skills-IV (5 credits)
PAS	5352	Clinical Application and Reflection Experience-IV (2)
PAS	5371	Evidence Based Practice-II (1)

Experiential Phase (Clinical Year) – (51 credit hours)

The clinical phase of the physician assistant (PA) program encompasses approximately three semesters and is organized into nine 5-week clinical rotation periods with end of rotation call backs to campus of varying length. Students are responsible for their own travel and housing expenses. Students are not eligible for experiential phase courses until have successfully completed all didactic phase courses. Concurrent with the clinical experiences are the Senior Seminar and Graduate Project course series.

Courses

PAS	6141	Senior Seminar-I (1 Credit)
PAS	6241	Senior Seminar-II (1 Credit)
PAS	6341	Senior Seminar III (1 Credit)
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
- Miscellaneous

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/supplemental activities to be sure requirements are met.

PA COURSE DESCRIPTIONS

Didactic Course Descriptions

PAS 5007 FOUNDATIONS OF HUMAN MEDICINE (7 CREDITS)

This lecture and lab course is an in-depth study of gross human cadaveric anatomy and physiology, and covers clinically relevant genetics.

Prerequisite: Matriculation into the PA program.

PAS 5014 CLINICAL SKILLS-I (4 CREDITS)

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, 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 will be on the art of communication in medicine, the medical interview, and the proper documentation of medical encounters. Students will also be introduced to the interpretation of common clinical laboratory tests and will begin to learn how to perform a general physical examination.

Prerequisite: Matriculation into the PA program.

PAS 5022 PA PROFESSIONAL ISSUES, MEDICAL ETHICS, AND PSYCHOSOCIAL ASPECTS (2 CREDITS)

In this course, students learn about issues important to the PA profession, including its history, PA roles, supervisory agreements, practice laws, PA organizations, and future directions. Other covered topics include an introduction to billing and coding and an introduction to the psychosocial aspects of medical care. Students also learn about medical ethics, including the PA Professional Oath, the Guidelines to the Ethical Conduct of the PA Profession, and ethical issues and concerns in medical practice.

Prerequisite: Matriculation into the PA Program. (Pass/Fail)

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 behaviors, conflict resolution, and stress management.

Prerequisite: Matriculation into the PA Program. (Pass/Fail)

PAS 5063 PHARMACOLOGY (3 CREDITS)

This course provides an introduction to drugs commonly used to treat human disorders, including their classification, mechanisms of actions, indications, contraindications/cautions, formulations, routes of metabolism and excretion, adverse reactions, and drug interactions.

Prerequisite: Matriculation into the PA program.

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 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/rheumatology, neurological, psychiatry/behavioral medicine, pulmonary, and reproductive.

Prerequisite: Successful completion of the Spring PA Curriculum.

PAS 5115 CLINICAL SKILLS-II (5 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, 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 the performance and documentation of a complete (head to toe) physical examination and the interpretation of 12-lead electrocardiograms (ECGs).

Prerequisite: PAS 5014.

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.

Prerequisite: PAS 5052. (Pass/Fail)

PAS 5171 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.

Prerequisite: Successful completion of the Summer PA Curriculum. (Pass/Fail)

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 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: PAS 5105.**

PAS 5215 CLINICAL SKILLS-III (5 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 course, the emphasis is on the performance and documentation of problem-focused medical interviews and physical examinations, an introduction to specialty-focused medical interviews and physical examinations across the lifespan as well as the interpretation of pulmonary function tests and commonly performed imaging studies.

Prerequisite: PAS 5115.

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.

Prerequisite: PAS 5152. (Pass/Fail)

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: PAS 5210.

PAS 5315 CLINICAL SKILLS-IV (5 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: PAS 5215. (Pass/Fail)

PAS 5352 CLINICAL APPLICATION AND REFLECTION EXPERIENCE-IV (2 CREDITS)

This is the fourth 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.

Prerequisite: PAS 5252. (Pass/Fail)

PAS 5371 EVIDENCE BASED PRACTICE-II (1 CREDIT)

This is a continuation of the Evidence Based Practice I course.

Prerequisite: PAS 5271. (Pass/Fail)

PAS 6141 SENIOR SEMINAR-I (1CREDIT)

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.

Prerequisite: Successful completion of all didactic phase courses. (Pass/Fail)

PAS 6241 SENIOR SEMINAR-II (1 CREDIT)

This is a continuation of the three-course series of Senior Seminar.

Prerequisite: PAS 6141. (Pass/Fail)

PAS 6341 SENIOR SEMINAR III (1 CREDIT)

This is a continuation of the three-course series of Senior Seminar.

Prerequisite: PAS 6241. (Pass/Fail)

PAS 6171 GRADUATE PROJECT-I (1 CREDIT)

This is the first in a series of three courses designed to build upon the previous Evidence Based Practice courses and provide students with experience in planning and implementing a primary research or clinical practice improvement project. Over the series of the Graduate Project courses, students actively participate in the research process by working in small groups to submit a formal research proposal, seek and obtain Institutional Review Board (IRB) approval, gather and analyze data, and properly communicate and defend findings in oral and written formats. By the conclusion of the Graduate Project I course, students are expected to complete a research proposal and apply for Institutional Review Board approval.

Prerequisite: Successful completion of all didactic phase courses. (Pass/Fail)

PAS 6271 GRADUATE PROJECT-II (1 CREDIT)

This is the second in a series of three Graduate Project courses. By the conclusion of the Graduate Project II course, students are expected to finalize data collection and begin the data analysis and interpretation sections of their scholarly project.

Prerequisite: 6171. (Pass/Fail)

PAS 6371 GRADUATE PROJECT-III (1 CREDIT)

This is the third in a series of three Graduate Project courses. By the conclusion of the Graduate Project III course, students are expected to complete their scholarly project and present and defend their findings before program faculty.

Prerequisite: PAS 6271. (Pass/Fail)

Clinical Experience Descriptions

In the Clinical Practicum courses, students participate in clinical education experiences on a rotating schedule. The following descriptions are by clinical experience type. Some are required experiences and some are 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. (Pass/Fail)

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. (Pass/Fail)

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. (Pass/Fail)

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. (Pass/Fail)

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. (Pass/Fail)

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. (Pass/Fail)

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. (Pass/Fail)

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. (Pass/Fail)

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. (Pass/Fail)

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. (Pass/Fail)

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. (Pass/Fail)

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 a 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. (Pass/Fail)

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 a 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. (Pass/Fail)

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. (Pass/Fail)

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. (Pass/Fail)

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. (Pass/Fail)

PA PROGRAM POLICIES

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

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, students are informed that the process of becoming a Physician Assistant requires the completion of a graduate education program which is intellectually, as well as, physically challenging and rigorous, that the candidate should be able to perform in a reasonably independent manner, and that reasonable accommodation does not mean that students with disabilities are exempt from certain tasks. The tasks, skills and abilities necessary to enter and complete this program can be found in the [Technical Standards](#).

Technical Standards

The Masters of Physician Assistant Studies program at Trine University prepares PAs to serve as entry level healthcare providers in a multitude of medical settings. This program is a complex and intensive course of study that places specific demands on students that closely resemble the physical and intellectual challenges graduates of the program will encounter as practicing PAs. In order to function as clinical PAs, individuals must be able to meet certain physical, emotional, intellectual, and communication expectations for performance. These are communicated in Technical Standards.

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

Applicants will be asked to sign that they meet the technical standards.

- **Psychomotor Skills**

Gross and fine motor skills are required to meet the responsibilities of a Physician Assistant student in a wide variety of educational and clinical settings. A student must be able to perform motor movements required to provide general and emergency care to all patients. These demands include reasonable endurance, strength, equilibrium, and precision. A student must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, diagnostic maneuvers, and procedures in a safe and effective manner. Students must be able to sit, stand, and move within classroom, laboratory, examination rooms, treatment rooms, and operating rooms for long periods of time. The student must have sufficient coordination to move about patient care environments, and sufficient dexterity to use common medical instruments. Students must be able to arrange for transportation between educational and clinical settings.

- **Observation**

Observation is an essential component of evaluation and assessment for a Physician Assistant student. In general, this requires functional use of vision, hearing and somatic sensation including the ability to perceive position, pressure, movement, weight, and vibration. A student must be able 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. In the classroom, a student must be able to independently observe and participate in laboratory dissection of cadavers, the microscopic analysis of tissues, and lecture and laboratory demonstrations in all courses.

- **Communication**

Effective and sensitive verbal, non-verbal, and written forms of communication must be demonstrated by the Physician Assistant student. This is necessary in order to elicit information, describe changes in mood, activity, and posture, assess non-verbal communications, and be able to effectively and efficiently transmit information to patients, fellow students, faculty and staff, and all members of the health care team. The student must be able to communicate attentively, effectively, and sensitively to others.

- **Intellectual, Conceptual, and Integrative Abilities**

To effectively solve problems, a Physician Assistant student must be able measure, calculate, reason, analyze, integrate, and synthesize information in a timely manner. A student must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. A student must be able to synthesize knowledge and integrate relevant aspects of the patient history and examination findings, be able to understand diagnostic testing and treatment regimens in order to develop an accurate diagnosis, and 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**

Empathy, compassion, integrity, honesty, concern for others, good interpersonal skills, interest, commitment, and motivation are all required personal characteristics that a Physician Assistant

student must possess. 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; and the development of mature sensitive, and effective relationships with patients and others. A PA student must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical situations. A student is expected to be able to accept and reflect upon appropriate suggestions and criticisms and, if necessary, respond by modifying personal behaviors. A student should also 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." Available at: <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

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 PA Program including:

- 1) Current health insurance
- 2) Results of TB test (Initial and annual)
- 3) Immunization records including required vaccinations and/or 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

Students are required to consent to and pass a substance abuse test prior to admission and prior to beginning the clinical rotations. Students are required to complete a 5 panel drug screen. The PA 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 is responsible for any incurred expense at enrollment. Students may be required to undergo substance abuse testing at least every 12 months or as required by the healthcare facility. Students who do not complete or do not pass a drug test as required by these facilities will not be allowed to participate in experiential education activities at the facility, and may face sanctions, including possible dismissal from the program.

Background Check

All incoming physician assistant students are required to submit to and receive a criminal background check as a condition of initial and ongoing enrollment. Instructions for obtaining the initial background screening will be provided to the students at the time for enrollment. Initial screenings are conducted at the expense of the student. The background check consists of the following screens: criminal records search, identity tools, governmental registries search, and a smart scan. The results of the background check will be provided to the PA program and the student.

The purpose of the background check is to:

1. Promote and protect patient/client safety, as well as the well-being of the campus community.
2. Comply with the mandates of clinical sites which require student background checks as a condition of their written contracts (affiliation agreements) with the Trine University Physician Assistant Program as stipulated by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO).
3. Promote early self-identification of students who may be at risk for not meeting clinical requirements and PA licensure eligibility requirements in some states.
 - a. Students with an identified history of criminal activity may be at risk for not being able to successfully complete the required clinical education requirements of the PA program. Successful completion of all clinical experiences is a graduation requirement.
 - b. In order to ensure that a student with a history of a felony conviction is eligible for sitting for the Physician Assistant 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.

All information gathered in the process of criminal background checks is strictly confidential. Students will sign for written permission to release the information as required by the clinical site. Copies of these documents will be placed in the student's clinical education file. Issues with the background check will be communicated to the student. Failure to submit these documents on time could result in sanctions including denying matriculation into or dismissal from the PA program.

If a background check identifies a history of criminal behavior, the student may be prohibited from participation in clinical education courses. Cases will be evaluated on an individual basis by the Clinical Coordinator and the Program Director and/or other University administrative personnel as well as the clinical site. Clinical sites have the right to refuse placement for any student possessing a history of criminal activity. A student can be denied admission to the PA program based on clinical placement difficulties or dismissed from the PA Program.

The procurement of any subsequent background screening and/or any additional screening that may be additionally required from clinical sites will be the responsibility of the student.

ACADEMIC STANDARDS

Grading Policy

The awarding of grades is the prerogative of the classroom instructor in accordance with policies posted in the Trine University Catalog. Faculty members are responsible for informing students of their grading policy, and grades become official when they are reported to the Registrar.

Grading System

The grading system is as follows:

A	Excellent	4.0	94% and above
B+	Very Good	3.5	88-93%
B	Good	3.0	82-87%
C+	Average	2.5	76-81%
C	Below average (lowest passing test grade)	2.0	70-75%
F	Failure	0.0	69% or below
S	Satisfactory	not figured into GPA	
U	Unsatisfactory	not figured into GPA	
I	Incomplete	not figured into GPA	
IP	In Progress (grade deferred)	not figured into GPA	
W	Withdrawal before completion of 80% of the semester		
WP	Withdrawal after completion of 80% of the semester with passing work at the time of withdrawal		

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.

Retention/Progression Requirements

Students admitted to the PA Program are required to carry the full semester load and to meet the academic and other progression criteria of the PA Program as 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. Pass Didactic Summative Evaluation
4. Pass Clinical Summative Evaluation
5. Maintain professionalism/behavioral standards including compliance with program and university policies and procedures including payment of educational costs

Progression through Curriculum

The didactic curriculum is designed 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 Academic Performance Committee).

If a clinical rotation is not successfully completed, the matter will be referred to the Academic Performance Committee. Should the student be allowed to repeat the rotation, the timing is at the discretion of the Clinical Coordinator in conjunction with preceptor availability. A clinical rotation may not be repeated more than one time. If the student cannot successfully complete a clinical rotation after two attempts, the student will be dismissed from the program

A student admitted through the conditional admissions track will become a graduate student in good standing upon completion of the first semester PA courses maintaining a C+ or better in each course. A conditional graduate student not garnering a grade of C+ or better in each of his/her first semester PA courses falls under the Academic Performance Committee.

Clinical Readiness/Clinical Summative Evaluation

Students will be given comprehensive exams near the completion of the didactic and experiential phases of the curriculum. The comprehensive exams will evaluate hands-on skills, critical thinking, clinical reasoning, knowledge, communication, professionalism, etc., and are used to assess competency in developing PA skills domains. The comprehensive exams will be used to gauge readiness for progression to the experiential phase and also readiness for graduation.

Specifically for the Didactic Summative Evaluation, students who earn an S and greater than 80% in their fourth semester didactic courses will be deemed academically ready to proceed to clinical rotations. Those students who do not meet the S and 80% criteria will be required to pass an additional formal summative examination prior to entering clinical rotations.

For the Clinical Summative Evaluation, a formal examination is given near the end of the experiential phase to all PAS as part of the gauge of readiness for graduation and entry into clinical practice. Clinical summative evaluation testing components include the range of testing options from multiple choice examination, case studies and laboratory/skills stations to assess the various PA competency domains.

In the event that a student performs below passing, the Academic Performance Committee will analyze the student's performance patterns and trends to consider a retake or a post-remediation retake. Students do not have the option to retake the exam the same day it was administered. If granted a retake, a student will be provided only two opportunities to re-take any component of the summative evaluation. Successful summative evaluation is required for progression, regardless of prior performance in a course or curriculum component. Failing/Unsatisfactory grades will be issued in the relevant courses.

Requirements for Graduation

Students must meet all progression/retention requirements including earning a grade of C or better or S in all courses and complete all necessary program requirements to qualify for graduation.

Graduation for PAS

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

ACADEMIC POLICIES

Academic Advisors

Each PA student is assigned 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 semester. For students with personal or academic difficulties, the meeting frequency will be more often as dictated on a case by case basis.

Academic Problems

If a student is having academic challenges in a course, that student should see the instructor promptly, as well as meet with the academic advisor.

Academic Difficulty

The program identifies students in academic difficulty at any time during a didactic course or individual rotation when a student is carrying a C or below or failing. These students will meet with their faculty advisor and /or course instructor to formulate an improvement plan. Student performance will be monitored and discussed at faculty meetings. Those students carrying a C or below at midterm will receive a formal midterm warning and are under the purview of the Academic Performance Committee. Should a student fail a course or clinical, the Academic Performance Committee process is engaged. Also see Academic Probation.

Academic Performance Committee

Matters related to student academic and behavioral performance at the program level are under the jurisdiction of the PA program's Academic Performance Committee (APC). The APC will meet at least twice each semester to review midterm and final grades and monitor student progression. APC will also meet as needed to address issues such as lack of professional behaviors, leave of absence, withdrawal, and dismissal. The APC will review/investigate concerns at the program level including significant isolated incidents and patterns of performance/behaviors.

The members of the Academic Performance Committee will fluctuate depending upon the situation under review, but will typically include the student's academic advisor, the coordinator of the relevant curriculum phase, the course instructor of record, and/or the program director. The APC will review/investigate concerns at the program level including patterns of performance and behavior. The APC will render program level decisions in accordance with program policy. Decisions can include, but are not limited to, warnings, coaching, probation,

formal remediation, referral of the issue to Trine University, and/or dismissal from the PA program.

Academic Probation

Students who fail a didactic course will be required to meet with the Academic Performance Committee (APC). Should the student be allowed to progress in the PA Program, the student will be placed on academic probation and must show mastery of the material to the satisfaction of the APC, which includes formal remediation of the course. To end probation, the student must show mastery of the material for the course that was unsuccessful, as per the remediation policy below, and also show improvement in academic performance in the next semester. Details regarding benchmarks for improvement are under the jurisdiction of the Academic Performance Committee. A student will not be allowed to be on academic probation for consecutive semesters or for more than two semesters in the course of study. Students who are unsuccessful with academic probation criteria are subject to dismissal from the PA program.

Remediation

Reassessment Opportunity

A student is afforded the privilege of retesting up to 2 course assessments/exams in any one didactic class if the assessment score is less than 70%, with the exception of the head to toe physical exam assessment, which requires a minimum score of 80%. The student must notify the IOR of their plan to retest within 48 hours of the issued grade. Reassessment/retest must be completed within 4 weeks. The student must complete a plan of action approved by the IOR prior to the retest. The maximum retest/reassessment score is 70%. In the clinical phase, up to two EOR exams may be retested as a reassessment opportunity.

Formal Remediation

Formal remediation of didactic courses or clinical rotations are not guaranteed but 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 Academic Performance Committee. If a remediation is granted, a formal remediation/assessment plan is created between the student and the AP C. 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 APC. Failure to successfully complete the remediated course within 4 weeks of the subsequent semester will result in action by the APC 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.

Retake of Course/Curriculum Component

There is a rare opportunity in a cohort based curriculum for a student to retake a course or curriculum component. One example of a potential opportunity would be between the didactic and clinical phase of the program. If granted by the Academic Performance Committee, the

student may only retake one course in the didactic phase and one clinical rotation in the course of study.

Didactic or Clinical Remediation Course

Should the student be found not ready to proceed to the clinical year, such as in the Didactic Summative Evaluation process, there may be an opportunity to decelerate to complete a Didactic Remediation Course. Should a student have issues during the clinical phase, or fail the clinical summative evaluation, there may be an opportunity to decelerate to complete a Clinical Remediation Course. Decisions regarding such remediation are handled through the Academic Performance Committee processes.

Deceleration

Deceleration occurs when a student's progression is interrupted such that a student does not advance with their cohort. Deceleration falls under the jurisdiction of the Academic Performance Committee. The student may need to take a leave of absence to rejoin the program with the cohort below and thereby be subject to the Leave of Absence Policy.

There are various reasons a student may need to decelerate. These may include but are not limited to:

- Leave of absence (see Leave of Absence policy)
- Course retake or remediation requirement which cannot be completed within a time frame to allow the student to progress in the course of study
- Family emergencies
- Other extenuating circumstances

Dismissal Policy- Dismissal from PA Program

The Academic Performance Committee may dismiss a student for failure to pass a course, for unprofessional behavior, for failure to meet progression criteria, for failure to clear academic probation at the end of a semester, or for more than two episodes of academic probation during the course of study.

Withdrawal

Also refer to Trine University's Withdrawal policy.

Student Initiated Withdrawal

A student may initiate withdrawal from the program through up to 80 percent of the semester, provided the student obtains the proper form from the registrar and obtains an academic advisor signature. The withdrawal refund policy can be found in the Trine University Student Handbook, however, a 0% refund is offered after 3 weeks into the semester.

After 80 percent of the semester, a grade of "F" or "U" will be issued if the student was failing at the time of withdrawal. In the case of extenuating circumstances, such as illness, family emergency, or other similar circumstances, the student may petition the Academic Performance Committee to grant a grade of "WP" if the student was passing at the time of withdrawal.

A student who withdraws under exceptional circumstances may request a leave of absence for consideration by the Academic Performance Committee. Such a request in the didactic phase of the program, if granted, typically decelerates the student and entails the student joining the following year's cohort. If the leave of absence is granted and extends beyond a year, the student must reapply to the program. Also refer to Deceleration and Leave of Absence policies.

Failure to comply with the student initiated withdrawal policy will be considered a withdrawal and a grade of "F" or "U" will be issued.

Administrative Withdrawal

Trine University Registrar may administratively withdraw or drop a student for reasons such as the following:

Academic Withdrawal

Academic withdrawal will be done for academic dismissal and for those not completing the necessary prerequisites for a particular course. An academic drop or withdrawal will be processed according to the established drop and withdrawal deadlines. A grade of "W" will be assigned in the case of a withdrawal. The student's GPA will not be affected.

Medical Withdrawal

As a result of medical necessity, a student may be withdrawn from the PA program. Such requests are made through the program's Academic Performance Committee (APC). Such withdrawals will only be granted based on appropriate medical documentation. Once approved, the student is withdrawn from all classes and is assigned a grade of "W." The student's grade point average is not affected. Where appropriate, and with an instructor's permission, a student may receive a grade of "I" (incomplete). Refer to the Deceleration policy and Leave of Absence Policy for more information on returning for studies at a later date.

Dismissal

Academic Dismissal

Refer to PA Dismissal policy above.

Administrative Dismissal

Trine University administration has the right to administratively drop students, such as in the cases of disciplinary dismissal and excessive absence dismissal.

Disciplinary Dismissal

A student may be dismissed from Trine University for disciplinary reasons. In such cases and regardless of the timing during a semester, the student is withdrawn from all classes, earns no credits for the semester, and is assigned a grade of "F" for each class. A disciplinary dismissal is final and cannot be erased by withdrawal from the university. Students wishing to return to the university must apply for readmission. Also, the judicial process is under the jurisdiction of the dean of students. The student forfeits all tuition and fees for the semester or term regardless of when the sanction is imposed. Financial Aid can be impacted if the student received any Title IV funding that requires enrollment for the entire semester.

Excessive Absence Dismissal

A student may be suspended or dismissed from Trine University for excessive absences from classes. See the Trine University policy for more details. Attendance/Tardiness also falls under the purview of the Academic Performance Committee for interpretation of this behavioral standard.

BEHAVIOR/PROFESSIONAL CONDUCT

Community Standards

UNIVERSITY COMMUNITY STANDARDS APPLY TO ALL STUDENTS AND STUDENT ORGANIZATIONS — the following behaviors are considered unacceptable at Trine University. Please refer to the Trine University Student Handbook for specific details.

- Aiding or Abetting
- Alcohol Policy
- Civil Disturbance
- Communication Network/Social Media Misuse or Abuse
- Contraband Items
- Dangerous Weapons Possession
- Destruction of Property
- Disruptive 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
- Hazing
- Identification Misuse
- Littering
- Non-sexual Assault
- Recording Device misuse
- 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, a student is expected to submit his/her own work and to identify any portion of work that has been borrowed from others in any form.

An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and is considered Academic Misconduct. 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, fraternity file, etc., including homework and in-class exercises), is also Academic Misconduct and will result in more serious penalties.

In situations of Academic Misconduct, instructors have the authority to award 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

An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and is considered 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

- We Care Alert filed
- Meet with Faculty, Program Director and Advisor

Level 2

Second violation of academic integrity, when the first offense was 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

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, fraternity file, etc., including homework and in-class exercises), is also Academic Misconduct and will result in more serious penalties.

- Evidence suggests 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

All students are expected 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 physician assistant 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 University, attendance and punctuality are mandatory for all classes, labs, seminars, small group discussions, field experiences, clinical rotations, preceptorships and any other activities designed by the program staff and administration. An unexcused absence is defined as any absence from class or clinical rotation without prior approval from the instructor or program director. This includes time absent related to tardiness.

1. Excessive unexcused absences will be considered unprofessional behavior/conduct and may be subject to disciplinary action.
2. Absences during the didactic phase must be reported to the Academic Coordinator, Program Director, or the academic advisor prior to class. During the clinical rotation absences must be reported to the clinical site and the clinical coordinator prior to the clinical experience.
3. Documentation verifying an illness or demonstrated participation in a sanctioned event is required.
4. Professors/Academic Performance Committee determine which absences are excused.
5. The student is responsible for all class content.
6. 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.
7. Any missed examination must be made up as scheduled by the instructor.

Contact The PA program and the Academic Affairs Office (260-665-4533) or Student Retention Office (260-665-4509) to inform Trine University of the death of an immediate family member. Students will be excused 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 PA Program

For email communications, PA students are to communicate with the PA program through their Trine University email accounts as opposed to personal accounts. PAS are to check Trine University emails daily (i.e. within every 24 hours, except on weekends or breaks in the didactic phase of the program, unless the student knows the program is working on urgent matters for them, in which case more frequent checking is imperative including over weekends or breaks). PAS are expected to respond to program's individual emails via email within that 24 hours, even with a simple acknowledgement that the email was received and a formal response will be forthcoming later. For program emails that are more "mass" delivered, individual replies are not necessary unless the email directs such. For paper communications, PAS should be regularly checking their Trine University issued mailboxes on the Carew Street campus, at least weekly. See the *PA Clinical Handbook* for communication with the program during the Clinical Phase of the program.

Dress Code for Classroom, Lab and Clinicals

Students are expected to appear professional at all times. Students must be clearly identified as a Trine University PA Student using a Trine name tag. **Name tags must be worn at all times.** Students are to introduce themselves as a Trine University Physician Assistant or PA Student.

1. Appropriate classroom attire for women consists of pants or capris (no denim or shorter than mid-calf), dress or skirts (no shorter than 2 inches above the knee) and either a collared or professional style shirt. Sleeveless shirts must have material 3 finger breadths wide (no spaghetti straps, tank tops). Attire must be with appropriate coverage (no midriff skin or cleavage showing).
2. Appropriate classroom attire for men consists of slacks (no denim or cargo pants) and collared shirts (ties optional) with sleeve lengths at the level of the bicep or longer.
3. Hairstyles should be clean and well-kept. Hats are prohibited indoors and at clinical rotation sites.
4. Facial hair must be clean and well-trimmed.
5. Clothing should be clean and neat. Examples of unacceptable garments are tattered jeans or any clothing with holes (even if artfully created).
6. Undergarments should not be visible. Examples include wearing tank tops with brassieres visible, and low-slung pants with underwear visible above the waistband.
7. Clothing with offensive messages or drawings are not permitted.
8. Scrubs are appropriate for lab activities and should not be worn outside of the lab area except for the hallway directly outside of the labs, restrooms, lockers, and the student lounge.
9. Physical Examination labs have their own dress code, detailed in the respective course syllabi. In general, the clothing must allow for visualization of body parts and permit freedom of movement.
10. Nails must be trimmed so as to not expose any nail beyond the fingertips prior to labs where long nails could cause discomfort to a lab partner.
11. Students must wear closed toed shoes in all laboratories.
12. Any visible piercing other than ears should be discussed with your advisor.
13. Body art should not be visible.
14. Hair must be within a naturally occurring color range.
15. Avoid heavily scented perfumes, personal care products and/or aftershave.
16. For patient encounters/clinical experiences, a short white coat will be worn over professional attire.

This list is not exhaustive as it is impossible to continually update with every change in contemporary fashion. Therefore, if in doubt, err on the conservative side and discuss you're your faculty advisor. Students who are in violation of the dress code will be sent home and an unexcused absence will be given.

Failure to comply with the above attire and identification criteria may result in Academic Performance review with a decision that could include probation.

If a student demonstrates significant difficulties in forming a professional image, unable to fully interact in or complete the program's clinical requirements; or to productively engage with future patients and colleagues, then they may be dismissed from the program. Students may

demonstrate significant difficulties in forming a professional image through but not limited to the following:

1. Severe and persistent problems with personal hygiene which inhibit interaction with others. This may stem from a severe lack of self-awareness, emotional instability/immaturity, a cultural incongruence with accepted minimum professional standards and/or disregard for minimum public health standards.
2. Severe and persistent disregard for university dress codes is to be considered disruptive to the learning environment or run counter to the professional integrity of the university or the Program.
3. Seriously 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.

Laboratory and Classroom Policy

Students are encouraged to use every opportunity to practice competencies in all aspects of medicine. However, special concern must be given to safety of students. The following procedures and precautions must be practiced for the use of lab, classroom, and equipment:

1. Students must not use any equipment other than equipment relating to past or current study or for approved research endeavors.
2. Students must only practice on one another serving as a check system for each other, thereby, minimizing accidents relating to errors.
3. Students must leave their space in a neat and organized manner.
4. Under no circumstances is treatment to be provided for a pathological condition.
5. Any exceptions to the above rules must be approved by the responsible faculty member and program director.

It is also strongly recommended that students arrive and depart in groups of a least two persons when arriving or departing after dark.

Students' compliance of the Laboratory Use Policy is essential. Failure to comply with the policy is grounds for disciplinary action and possible dismissal from the PA Program.

Professional Use of Electronic Devices/Technology

PA 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, Trine University Student Handbook and other guides to professional behavior including this *PA 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 Physician Assistant profession. Inappropriate use of technology in the classroom and clinical settings will not be permitted.

Cell phones/Other Communication Devices

To avoid disruptive behavior as related to use of cell phones and other communication devices:

1. All cell phones or other devices must be turned off or set to vibrate mode while in class or the clinic. If there is a critical health or family-related call, please inform the instructor prior to start of class. After consultation with the instructor, please sit near a door in order to avoid disturbing your classmates.
2. Electronic devices are to be used for note-taking only, not for in class communication/entertainment, unless specifically noted by the instructor for a class assignment.
3. During exams, cell phone and communication devices are banned from the testing spaces.

Consequences for students with disruptive use of electronic communication/devices could include the instructor giving a verbal warning to requiring the student to leave the class (considered an unexcused absence). PA course syllabi include professionalism components, and violations could also adversely affect course grade. Violations will be under the purview of the Academic Performance Committee.

Social Media Policy

PA Students are expected to follow best practices when engaging in social media.

1. You are responsible for the material you share through social media. Take responsibility and use good judgment. When in doubt, don't post.
2. Be courteous, respectful, and thoughtful about how others may perceive or be affected by what you share. False and unsubstantiated claims and inaccurate or inflammatory communications may create liability for you. Remember that libel laws are in effect even when your social media accounts are set to private.
3. Think before you post. Anything you post is highly likely to be permanently connected to you and your reputation through Internet and email archives. Future employers often have access to this information and may use it to evaluate your personal and professional judgment and suitability for employment. *Take great care and be thoughtful before placing your identifiable comments in the public domain.*
4. Protect your own privacy. Make sure you understand how the privacy policies and security features work on the sites where you are sharing material. Use privacy settings to safeguard personal information and content to the extent possible, but realize that privacy settings are not absolute and that once on the Internet, content is likely there permanently.
5. Be advised that personal information can be used to perpetrate identity theft which can compromise the security of students, employees, and the institution.
6. When interacting with other students, faculty or clinical instructors via social media, maintain appropriate boundaries in accordance with professional and ethical guidelines just, as you would in any other context. It is typically appropriate to avoid interacting with patients via social media as a PA student.
7. When students see unprofessional content posted by Trine peers, there is a responsibility to bring inappropriate content to the attention of the offending individual, so that he or she can remove it and/or take other appropriate actions. 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 PA faculty member.
8. Maintain clear lines between professional and personal social media activities.
9. Avoid using the university's name to promote or endorse any product, cause, religious view, political party, candidate, etc.

10. Avoid using the university's name in connection with comments, photos, videos or images that could be interpreted or perceived as slurs, demeaning, inflammatory, illegal, unduly suggestive, sexual innuendo, inappropriate or otherwise contrary to the university's Mission.
11. 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 physician assistant. Professional image includes professional membership(s), ethical behaviors, neat and clean dress, proper use of social media, and technology, etc.

American Academy of Physician Assistants (AAPA)

The AAPA is the professional organization for physician assistants in the United States. There are many resources and benefits to being a member both as a student and professional.

AAPA Guidelines for Ethical Conduct

The American Academy of Physician Assistants (AAPA) has adopted Guidelines for Ethical Conduct for the PA Profession. It is the responsibility of the student to uphold this code and values in all situations. Failure to uphold the AAPA Guidelines could result in failure of a course or clinical experience. AAPA Guidelines for Ethical Conduct for the PA Profession is located on the AAPA website <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

Student Membership in AAPA

Trine University PA students are expected to become student members of the AAPA. Students will be highly encouraged to participate in state chapter and national activities. Students who have questions are encouraged to visit the AAPA website <https://www.aapa.org> and 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 is considered disruptive to the learning environment and run counter to the professional image of the university, the PA 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, unable to fully interact in or complete the program's clinical requirements; or to productively engage with future patients and colleagues, the Academic Performance Committee will look at the situation. Consequences could failure of a didactic or clinical course or dismissal from the program.

Activities That May be Grounds for Dismissal from the PA 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 the reader 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 Physician Assistant 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. Unprofessional behavior that may be the basis for disciplinary action.
6. Using vulgar language.
7. Using language or photographs that imply disrespect for any individual or group, including but not limited to age, race, gender, ethnicity or sexual orientation.
8. Publishing or sharing in any way, personal photographs or photographs of oneself or others 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, potentially inflammatory or unflattering material on another individual's website (e.g. on that individual's Facebook site).
10. Significant difficulties in forming a professional image.

Other Policies

The following is not meant to be an exhaustive list. Please also refer to Trine University Student Handbook.

Affirmative Action 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. Kathie Wentworth:

http://www.trine.edu/meet_faculty/kathie_wentworth/default.cfm

Ms. Wentworth's duties include the following:

1. Reviewing documentation for requests for reasonable accommodations
2. Accepting and assisting in investigating any complaints 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; and
4. Maintaining data and assisting in preparation of notices and reports necessary for University compliance with Section 504 and related disability laws.

Trine University is committed 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 Kathie 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 Academic Support 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. If a student is eligible for academic adjustments, the student's professors will be notified regarding the requested adjustments. A reasonable academic accommodation is based on documented individual needs, allows the most integrated experience possible, does not compromise the essential requirements of a course or program, does not pose a threat to a person or public safety, does not impose undue financial or administrative burden and is not of a personal nature. The exact nature of a disability will be kept confidential. Visit the disability website for additional information at:

<http://www.trine.edu/campus-life/disability-services.aspx>

The goal of Academic Support Services is to assist all students to become 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:

<http://www.trine.edu/academics/academic-resources/academic-support-services.aspx>

Assessment

Trine University is committed to providing quality educational experiences for our students. The information gathered through the assessment process provides information for continual improvement of our programs. As part of the assessment process, students will be asked to reply to surveys or questionnaires that rate the quality of instruction, the level of satisfaction with career preparation, and the overall satisfaction of the Trine experience. Occasionally, anonymous samples of student course work will be used in an assessment process. Changes in the curriculum may occur as a result of the assessment review process.

Clinical Year/ Experiential Phase Highlights

The following covers some highlights of the clinical phase of the program including defining some of the faculty and terms, responsibilities, and an overview of the main clinical phase policies. Please refer to the *Clinical Handbook* for detailed policies for the clinical phase.

Roles and Responsibilities/Definitions

- **Clinical Coordinator (CC)**

The Clinical Coordinator is the core PA faculty member whose primary concern is to coordinate the students' clinical education to the curriculum. The clinical coordinator will develop, select, and coordinate clinical education sites to provide quality clinical education for the students.

- **Clinical Sites (CS)**

A setting in which learning opportunities and guidance in clinical education is provided for physician assistant students. The clinical education site may be a hospital, clinic or other setting that is affiliated with Trine University through a contractual agreement.

- **Preceptors**

Preceptors, sometimes referred to as clinical faculty (CF) are typically physicians, PAs or Nurse Practitioners. These board certified and licensed health care providers are volunteers in the clinical education components.

- **Physician Assistant Students (PAS)**

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

- **Patients**

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

Conflicts of Interest

Students shall not be assigned to clinical sites where a real or perceived conflict of interest may affect the educational experience. Students are required to identify any clinics where they may have a conflict of interest. Failure to disclose conflict in interest prior to the clinical rotation may result in termination of the clinical rotation and repetition of the clinical experience.

Student Initiated Clinical Experience/ Site Recruitment

Students may initiate a request for a clinical site but are not required to solicit sites for their clinical experiences. The student is to submit information to the CC through the Student Initiated Clinical Site process (see form).

Students should not be engaging in communication with clinical sites in attempt to negotiate clinical affiliation agreements or engage in other site recruitment efforts beyond the scope of the Student Initiated Clinical Experience process.

Travel and Living Expenses

By nature of the clinical education experience, students will be traveling to various clinical site locations throughout Indiana and the United States. Although many clinical affiliations are within driving distance from Fort Wayne, not all placements are local. Therefore, all students should expect to travel outside of the Fort Wayne area. Students are responsible for all expenses of travel to clinical education sites, including the expense of temporary housing and other living expenses. While occasionally a clinical site will provide a small stipend for

meals and/or housing, students are advised to prepare in advance for this expense. The Program will not arrange housing or other temporary living arrangements for students assigned to out of town clinical experiences.

Clinical Attendance and Dress

Clinical attendance is mandatory. The clinical work schedule will be assigned by the supervising preceptor/ Clinical Faculty. Students are expected to spend a minimum of 40 hours per week on each rotation. The schedule may require nights, weekends and on call time. Students may be asked to work up to 60 hours a week. Students are not expected to work beyond 60 hours a week at a clinical site such that PAS have time to study and work on their other courses.

Students must be clearly be identified as a Trine Student using a Trine name tag and short white coat and introducing themselves as a Trine University PA Student and follow the program's professional dress code.

Complaints

Students are encouraged to voice concerns they have and should attempt, in the first instance, to resolve a concern by using a direct and informal approach. Concerns may be addressed with the support, involvement, or intervention of university faculty or staff members. It is advisable to voice concerns as soon as possible and to seek informal resolution, if possible. If however, a student feels that a complaint has not been dealt with satisfactorily, the student should use the appropriate process to have the issue addressed and are encouraged to submit a Formal Complaint Form found on myPortal under the Student tab. Complaints concerning any violation of Title IX should refer to the following website <http://www.trine.edu/campus-safety/policies.aspx>

Complaint about the Program Quality to ARC-PA

The ARC-PA will:

- investigate complaints regarding a PA 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,
- will handle all investigations confidentially,
- not intervene on behalf of an individual complainant regarding program or institutional issues,
- will 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.

ARC-PA can be reached 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

All entry-level students in the Trine University PA program are required to obtain certification in CPR Life Support for the Healthcare Provider from the American Heart Association as part of the curriculum.

Under no circumstance will students be allowed to participate in any clinical or patient-related activity unless CPR certification is current. Students not in compliance with CPR requirements are subject to penalty up to and including expulsion from the enrolled clinical course.

The student is responsible for submitting subsequent recertification documentation to the Program prior to the expiration date of the previously submitted document. Students are expected to keep personal copies of CPR documentation as each clinical site reserves the right to require a student to provide proof of compliance at any time.

Advanced Cardiac Life Support (ACLS) will be taught at the end of the didactic phase and is required for clinical phase participation.

Emergency Procedures

Call 911 in the event of an emergency.

Refer to *Carew Medical Park Emergency Procedures Manual (CMPEP Manual)* for additional details for these following excerpts:

Fire Safety and RACE response (*CMPEP Manual*, p. 5-8)

Carew Medical Park is protected by smoke detectors, duct detectors, sprinkler systems, fire alarm pull stations, horn/strobe lights and fire extinguishers. The building systems are monitored 24 hours a day, seven days a week.

Learn the locations of:

- Nearest Fire Alarm Pull Station (at each stairwell and various locations)
- Emergency Exits
- Nearest Fire Extinguisher
- Designated evacuation areas

Dial 911 for fire/smell of/visible smoke. State the emergency and location.

General Fire Safety

- Class A fires are ordinarily easily combustible materials
- Class B fires are fires in flammable
- Class C fires are fires in electrical equipment
- ABC fire extinguishers may be used on Class A, B, and C fires and are provided in all general locations.
- Keep corridors and exits clear of obstructions and doors closed.
- Remain calm and avoid excessive talking or panic.

- Few fires are accidental; most are caused by carelessness and disregard of safety precautions. You are the key to fire prevention.

RACE:

- Rescue- Evacuation plan
- Alert-alarm
- Contain-close doors
- Extinguish- “PASS”
 - Pull pin
 - Aim nozzle
 - Squeeze handles
 - Sweep base of fire

Auto Accidents (*CMPEP Manual*, p.8)

- Notify property manager: Phillip Greer—260-373-8994
- Time and location of accident
- Names, addresses of parties involved
- Names, addresses of witnesses

Active Shooter or Threats of Weapons (visible or not) (*CMPEP Manual*, p.12-13)

- Evacuate if possible
- Hide if evacuation not possible
- Take action as last resort

General Tips for Office Security (*CMPEP Manual*, p.13-14)

- Keep valuables secured
- Check identification of strangers
- Be discreet, don't write down combinations or passwords

Parking Lot Safety (*CMPEP Manual*, p.14)

- Stay alert, have keys in hand
- Keep car locked
- Late at night leave with another person or call security for escort

Bomb Threats (*CMPEP Manual*, p.14-16)

- Notify supervisor
- Call 911: tell them your name, office/dept name and address, phone number, and exactly what the caller said
- Evacuate everyone in a calm and deliberate manner. Don't panic, take belongings to designated meeting location outside.
- Wait for police to clear area before re-entering.

Elevator

In the event of an emergency elevator malfunction for 1819 Carew Street, use the emergency elevator phone in the elevator panel to contact security/ maintenance immediately. Using the elevator phone contacts the appropriate parties and provides important information on the location and the nature of the elevator malfunction.

Employment during PA Program

Enrollment in the PA Program is a full-time responsibility, and employment during the program is not recommended. For students who do choose to be employed while enrolled in the PA program, academic activities and requirements must always take precedence over employment activities. Missing classes for employment is not acceptable. Students should be aware that the PA educational program does require occasional evening and/or Saturday classes or events.

Should a student choose to be employed in a health care setting, the following guidelines should be utilized:

1. PA students employed in health care settings must not represent themselves in any way as a Physician Assistant or a PA student.
2. PA students representing themselves as having any degree of expertise as a physician assistant are in violation of 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. PA students employed in health care setting must not represent themselves as official representatives of the Trine University or its PA Program.
4. PA student liability insurance only covers students during classroom activities and during assigned clinical activities and rotations.
5. PA students are advised 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:

- PA students are not required to work for the program.
- PA students are not allowed to work for the PA program as faculty or staff.
- When students are on clinical rotations, students are not to substitute for clinical or administrative staff.

Extra-Curricular Activities

Students are encouraged to be active in their local, state, and national professional PA organizations. During the didactic phase, at the discretion of the PA faculty, only class representatives or student participants may be excused from classes to attend a state or national conference. Decisions will be made on a case-to-case basis.

Students are discouraged 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, students may be excused from a clinical site to attend a professional conference. Students must submit a written request for permission to the Clinical Coordinator to attend a conference at least 4 weeks in advance of the event. The following guidelines define the conference regulations:

1. These requests are not to 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. Student may be required to submit a certificate of completion following the conference.
5. Approval and attendance is not guaranteed.

Harassment

Harassment is 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. Harassing behavior and retaliation for such is prohibited.

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 <http://www.trine.edu/campus-safety/TitleIX.pdf>

Health Conditions/Change in Health Status

A student is solely responsible for notifying an instructor and faculty advisor of his/her inability to participate in a classroom, lab, or clinical activity that may be potentially harmful due to pre-existing physical condition, acute or chronic, that places them at risk for injury.

During the didactic phase, it is the responsibility of a student to notify individual course instructors of changes in health status. The Clinical Coordinator must be notified during the clinical phase if students are not able to complete course requirements and clinical rotations, including any requirements of psychomotor skills, physical activity, or Technical Standards.

In the event of a prolonged illness or injury (lasting longer than 3 days), the student will be required to use the following guidelines:

1. The student will be responsible for providing individual course instructors (including the Clinical Coordinator, 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:

- a) The student must provide early notification to the course instructors or the Clinical Coordinator in order to formulate a plan that will lead to satisfactory completion.
- b) Medical documentation from a physician must identify all limitations in the event that activities need to be restricted.

Health Risks

Students will be informed of health risks that they may encounter throughout the educational program and will follow the OSHA regulations and standard precautions. Students are required 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. Training is provided at <https://www.mymedcerts.com/hipaa.cfm>, at other on-line programs, or vendors chosen by the Health Education Sciences Center faculty. This training orients the student to concepts of confidentiality, appropriate access of information and appropriate release of information procedures for protected health information. Students must pass a post-test and receive a certificate of completion to meet this requirement and provide proof of completion to the program. Students may not participate in any clinical or patient-related activity unless certification is current.

Students are expected to keep documentation of training as each clinical site reserves the right to require a student to provide proof of training at any time. Clinical sites may also require the student to participate in additional training.

Students of the Trine University PA 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.

All patients/clients who are involved in classroom and laboratory learning experiences on campus for the Trine University PA Program should be considered as a patient. As such, HIPAA regulations apply.

Holidays

During the didactic phase of the PA 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 clinical site to which they are assigned.

Injury of a Student

The faculty member and/or supervising clinical personnel will only assess whether the student can remain in the classroom or clinical area.

1. If the student requests medical care, the faculty member and/or supervising clinical personnel may assist the student in obtaining appropriate care.
2. An Incident Report must be filled out by the student and PA personnel within 24 hours and turned in to the Program Director.
3. Based on the extent of the injury PA personnel may not allow the student to participate in class.
4. In the case of injury/emergency, the student is responsible for the cost of emergency medical services whether participating in an on- or off-campus education experience.
5. The principal faculty, program director and the medical director cannot act as healthcare providers for students except in an emergency.
6. Student is to see their own health care provider for follow up care.

Follow the Trine University policies on the Trine webpage

Note: Campus Security should be notified at 260-373-3300

During a Clinical Experience or Outside Program-Related Activity

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

Injury from Sharps and/or Exposed Mucous Membrane

1. If exposed to blood or body fluid, follow Center for Disease Control and Prevention current guidelines.
2. Wash the exposed area immediately- with skin with soap and water; flush splashes to nose, mouth or skin with water; irrigate eyes with clean water, saline, or sterile irrigant.
3. Follow clinical affiliates guidelines.
4. Non-contaminated sharps injuries are treated at the affiliated agency as needed.
5. Information about HBV, HCV, and HIV transmission and post-exposure prophylaxis (PEP) can be found:
 - a. *Exposure to Blood*
http://www.cdc.gov/HAI/pdfs/bbp/Exp_to_Blood.pdf
 - b. 2013 MWMR Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HIV and Recommendations for Postexposure Prophylaxis and 2001 Guidelines for Management of exposure to HBV and HCV
<http://www.cdc.gov/niosh/topics/bbp/emergnedl.html>

Interprofessional Education (IPE)

The Trine University PA program participates in the Fort Wayne Area Interprofessional Education Consortium (FWAIPEC). The consortium is composed of graduate level medical

education institutions and represents programs with family medicine residents, medical students, physician assistant students, graduate level nursing students (nurse practitioners and masters of science in nursing), physical therapy students, occupational therapy students and pharmacy students. The consortium gathers 3 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.

Job Placement

The PA 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.

Laptop Computer Policy

All Trine University PA students are required to have or purchase a laptop computer for use in the classroom and during clinical affiliations. All laptops must (at minimum) have the following specifications:

- Windows 7 or 10 Operating System or MacOS Sierra or newer
- 4GB RAM or higher
- Webcam
- 2.0 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.

To assist students, the Health Sciences Education Center will have wireless internet access available.

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. Inter library exchange is available via inter library loans (ILL) from the main Trine University library and will be delivered and/or returned twice a week.

For electronic access to PA resources in the library, go to the library's home page at <http://www.trine.edu/academics/library/index.aspx>. Start in the 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" such as downloading eBooks.

Internet

Internet access is available for all students. The PA 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 must formally request a leave of absence (LOA). A written LOA request must be submitted to the program within one week of the withdrawal. Program faculty Academic Performance Committee will consider and act upon the request. Students may need complete specified activities while on leave. This may include, but is not limited to, additional coursework, tutoring, and/or meeting with advisor.

If granted a LOA, the student must notify the APC in writing of the intention to return to the program at least two (2) months prior to re-enrollment. In addition, the student is required to pay all fees required of incoming students by the stated deadline. A student who withdraws from any required course without requesting and/or receiving a leave of absence from the program will be considered as having withdrawn from the Physician Assistant Program.

A Leave of Absence longer than one (1) academic year will require an extension of the LOA. The request must be renewed two (2) months prior to the completion of the initial request. Failure to request a continuation of the LOA will be considered as withdrawal from the PA Program.

Lost Records/Program Materials Replacement Fee

As professionals, PA students are expected to maintain copies of their proof of records such as immunizations, HIPPA, OSHA, CPR, ACLS and other documents to be able 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 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. Proof of completion must be submitted to the program.

Students are expected to keep documentation of training as each clinical site reserves the right to require a student to provide proof of training at any time. Clinical sites may also require the student to participate in additional training.

In the event of occupational exposure to biohazard while on campus, students are to notify the instructor of record and the Program Director as soon as possible. The storage and use of any hazardous materials will be the responsibility of the Program. The Program will follow OSHA guidelines for the storage, use of any hazardous materials and the use of standard precautions.

In the event of occupational exposure to a biohazard while on clinical experience, students are to follow the clinical site's guidelines for managing, reporting, and documenting the incident. It is the student's responsibility to inform the clinical instructor of the incident and to seek their guidance in complying with all site-specific policies. If the need arises, clinical sites shall provide students with access to emergency care; however, the student shall be responsible for the cost of all emergency services rendered. The student is not being covered under any worker compensation benefit; therefore, the student is also responsible for the cost of any follow-up care as a result of exposure/injury. The Clinical Coordinator should be notified of the incident within 24 hours of occurrence.

The program is requiring vinyl/nitrile gloves as part of personal protective equipment (PPE) to avoid latex allergies. Latex gloves have been a foundation of disease prevention and PPE in the health care field. Visit <http://www.cdc.gov/niosh/docs/98-113/> for more information on latex allergies and prevention.

Payment of Educational Costs

Payment of tuition and fees is due at the Business Office on the date indicated on the student's bill. Students with outstanding financial obligations to the University will not be permitted to register for any subsequent semester or receive a transcript or diploma until the obligation is fulfilled. Students maintaining a balance owed to the University will be assessed late fees and will be responsible for collection and/or attorney costs if such efforts should become necessary.

PA Tuition and Fees

The PA program has a comprehensive cost approach. In addition to the tuition, fees are paid each semester. These fees cover technology, supplies, subscriptions, and books. Students are responsible for any lost or damaged materials. (See Payment of Educational Costs.) Selected subscriptions, books and equipment are owned by the student by the completion of the program.

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.

Student Information Form

Every student is required to provide and update a demographic information form for program files. The form will be provided to the incoming class during orientation. It is the responsibility of the student to notify the Program's Administrative Assistant of any changes.

Student Health Services

Trine University Student Health Services is available to all students currently enrolled at Trine University. PA students are excused from classes to travel to the main campus for health or mental health care. SOHS graduate students can access health care with mid-level practitioners at the Student Health Center on the Angola campus located in 1st floor Alwood Hall. Clinic hours are posted on the Trine University website.

Because of the off main campus location of the Carew Street facility, students may seek care from the local economy (e.g. RediMed, pharmacy walk-in clinics), utilizing their own health insurance. When students are on clinical rotations, students should seek medical care as needed as per their personal health insurance regulations.

Students are not permitted 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.

Students experiencing personal problems that may impact their progress in the PA program are excused from classes to travel to the main campus for counseling. In addition Parkview Health Care counseling services are available to health science students.

Student Support Services

Please refer to the Trine University Student Handbook for information regarding the following Student Support Services:

- Office of Financial Aid <http://www.trine.edu/financial-aid/>
- Business Office <http://www.trine.edu/business-office/>
- Wireless and Mobile Computing
- Academic Support Services <http://www.trine.edu/academics/academic-resources/academic-support-services.aspx>
- Alumni and Development
- Career Services
- Counseling Services <http://www.trine.edu/campus-life/health-and-wellness/counseling.aspx>
- The LINK-Learning, Information, and Knowledge Center
<http://www.trine.edu/academics/library/index.aspx>
- Information Technology Help Desk
- Office of Student Services <http://www.trine.edu/campus-life/contact-us/index.aspx>

- Office of Student Success and Retention
- Registrar Office <http://www.trine.edu/registrar/>
- Work Study Employment
- Zollner Golf Course

Students experiencing personal problems that may impact their progress in the PA program are excused from classes to travel to the main campus for counseling. In addition Parkview Health Care counseling services are available to health science students.

Tutoring

If a student needs tutoring, the student is responsible for the expense. The program can offer suggestions for finding tutors. The on-line writing center for the College of Graduate and Professional Studies is also available to PAS. The center asks for a minimum of 2 week review time for manuscripts.

Weather

Adverse Weather

The safety of Trine University students, faculty, and staff has first priority during an adverse weather event. Adverse weather is defined as any weather conditions that would make it necessary to delay or suspend classes and services. When an adverse weather event occurs, the Dean of the School of Health Science 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 by the university.

Thunderstorm

A THUNDERSTORM WATCH means atmospheric conditions are favorable for the formation of severe weather. It is important to be alert to this potential, but no other specific action is needed 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.

Tornados

A TORNADO WATCH means atmospheric conditions are favorable for the formation of tornados. It is important to be alert to this potential, but no other specific action is needed 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.