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Accreditation Status

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

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

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.
South University, Richmond
Physician Assistant Program

Introduction

This handbook has been prepared to orient you to current policies and procedures, guidelines, and resources relevant to your participation in the South University, Richmond (the “University”) Master of Science in Physician Assistant program. Please read this handbook carefully as the contents will govern your enrollment in the South University, Richmond, Physician Assistant program. Additionally, this handbook contains information about the physician assistant (PA) profession and its professional organizations. Periodically, additional policies and/or procedures may be established or changes made to the South University, Richmond Physician Assistant program’s policies and procedures. All changes or additions will be shared with you via e-mail as they become effective. We hope this handbook will be useful to you. Please feel free to contact the Program Director or your faculty advisor if you have any questions. Other policies and procedures regarding enrollment in South University can be found in the South University Student Handbook or the University Catalog.

Non-Discrimination Policy
South University does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, veteran’s status, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. South University provides reasonable accommodations to qualified individuals with disabilities. South University will not retaliate against persons bringing forward allegations of harassment or discrimination. The Dean of Student Affairs located at 2151 Old Brick Road, Glen Allen, Virginia, 23060, (804) 727-6831, has been designated to handle inquiries and coordinate the institution’s compliance efforts regarding the Non-Discrimination policy.

General Information

The South University, Richmond PA Program was established in 2017. The educational goal of the South University, Richmond Physician Assistant program is to provide a primary care oriented training program for physician assistants. The educational objectives of the program are based on the Accreditation Standards for Physician Assistant Education as established by the Accreditation Review Commission on Education for Physician Assistants, Inc. (ARC-PA).

The program strives to prepare graduates to meet competencies expected of clinically practicing physician assistants as defined in the document: Competencies for the PA Profession. This document was developed through a collaborative effort between four key professional organizations in the PA field including: The American Academy of Physician Assistants (AAPA), the National Commission on Certification of Physician Assistants (NCCPA), the Physician Assistant Education Association (PAEA) and the ARC-PA. The key competency areas are: medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, and systems-based practice.

A copy of the Physician Assistant Competencies can be found at the NCCPA Website: http://www.nccpa.net/Uploads/docs/PACOMPETENCIES.PDF

Vision Statement

The South University Master of Science in Physician Assistant (PA) degree program strives to provide educational experiences where faculty, staff, clinical instructors, students, and other health care providers work together in an atmosphere of mutual respect, cooperation, and commitment. The program’s focus is on the continuous operation of a quality PA educational program which will prepare graduates to participate in clinical leadership roles in an evolving health care system. The program encourages lifelong learning skills with proficiency in critical thinking, creative problem solving, and information literacy.
Mission Statement

The South University Physician Assistant (MS) degree program exists to educate a diverse student population as providers of high quality, cost-efficient health care who will make a positive difference while practicing the art and science of medicine with physician direction.

Technical Standards

In order to ensure that patients receive the best medical care possible, the faculty of the South University Physician Assistant program has identified certain skills and professional behaviors that are essential for successful progression of physician assistant students in the program. A student must possess skills and behaviors at a level of capability to perform a variety of duties required of a physician assistant as a health care professional.

Students with disabilities who can perform these skills and successfully execute professional behavior either unassisted, with dependable use of assistive devices, or by employing other reasonable accommodations are eligible to apply for enrollment in the program. Minimum performance standards include critical thinking, communication skills, observation skills, motor skills, and interpersonal abilities. Interested parties may contact the Physician Assistant program office for additional information about South University performance standards. These skills and behaviors include, but are not limited to:

**Critical Thinking:** All students must possess the intellectual, ethical, physical and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. The ability to solve problems, a skill that is critical to the practice of medicine, requires the intellectual abilities of measurement, calculation, reasoning, analysis and synthesis. Candidates for the program must be able to perform demonstrations and experiments in the basic sciences.

**Communication Skills:** A candidate should also be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity and posture, and to perceive nonverbal communications. The candidate must be able to communicate effectively and efficiently in oral and written forms.

**Observation Skills:** Candidates must be able to observe a patient accurately, both at a distance and close at hand. This ability requires the functional use of vision and somatic sensation.

**Motor Skills:** Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic techniques. A candidate should be able to execute movements reasonably required to move from area to area, maneuver in small places, calibrate and use large and small equipment, position and move patients, and provide patients with general care and emergency treatment.

**Interpersonal Abilities:** A candidate for the Physician Assistant program must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities required for the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients, families and colleagues.

Disability Services

South University provides accommodations to qualified students with disabilities. The Office of Disability Support Services assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs and activities at South University.

Students who seek reasonable accommodations should notify the Office of Disability Support Services at 1-855-855-0567 or via email at TheCenterDSS@dcedh.org of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation of the need for accommodation. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with The Office of Disability Support Services to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please contact the Office of Student Conduct and Resolution at studentresolution@dcedh.org. Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment.
Program Goals
The following are goals for the South University, Richmond Physician Assistant program:

A. The program will recruit and retain a dynamic faculty with the appropriate training and experience to support the program purpose with a persistent focus on teaching excellence.

B. The program will recruit a highly qualified diverse student cohort with education and experience that will foster success in the program.

C. The program will strive to adequately prepare students for successful completion of Physician Assistant National Certification Examination (PANCE) and for placement in the healthcare workforce as competent physician assistants. (Note: Requirements for NCCPA Certification are determined by the NCCPA and are subject to change without notification to South University. Graduation from the South University, Richmond Physician Assistant program does not guarantee certification or employment.)

General Expectations of Students

The objectives of the South University Physician Assistant (PA) program are to: 1. Recruit qualified students from all areas and provide fair and equitable admissions criteria. 2. Utilize a variety of instructional models and resources to provide the PA student with the most effective learning environments and opportunities. 3. Provide appropriate cognitive, psychomotor, and affective learning opportunities for PA students to excel at the necessary competency and proficiency levels required of a physician assistant. 4. Provide abundant learning opportunities to prepare PA students to perform expected competencies in an ethical, legal, safe and effective manner upon graduation. 5. Instill in PA students the importance and value of continued education and involvement in professional and community affairs after graduation. 6. Encourage PA students to recognize their own strengths and limitations and interpret for others the scope and function of a physician assistant.

The Master of Science degree in Physician Assistant is supported by a community-wide network of hospitals, clinics, health agencies and private medical practices that serve as clinical settings.

Student Learning Outcomes

The following are the South University Physician Assistant program student learning outcomes. These outcomes reflect the Physician Assistant Competencies that were written collaboratively by the American Academy of Physician Assistants (AAPA), the Physician Assistant Education Association (PAEA), The National Commission on Certification of the Physician Assistant (NCCPA), and the Accreditation Review Commission on Education of the Physician Assistant (ARC-PA.). The Competencies document can be found at: [http://www.nccpa.net/Uploads/docs/PACompetencies.pdf](http://www.nccpa.net/Uploads/docs/PACompetencies.pdf)

Physician Assistant Learning Outcomes

The South University Physician Assistant program expects the following outcomes for each graduate of the program. The program uses achievement of these outcomes as metrics for student competence and program effectiveness. Graduates will:

A. Demonstrate the knowledge and skills to evaluate and manage patient complaints across the range of disease states in a diverse patient population.

B. Demonstrate the ability to provide patient care that is effective, patient-centered, efficient, and equitable for the treatment of health problems and the promotion of wellness.

C. Demonstrate the ability to work effectively as part of an interdisciplinary healthcare team.

D. Demonstrate verbal, nonverbal, and written communication skills that provide effective information exchange with patients, patients’ families, and other members of the healthcare team.

E. Develop and demonstrate characteristics of professionalism essential to be an effective physician assistant.

F. Demonstrate the ability to determine the nature of information needed, to effectively and efficiently access information, to critically evaluate the quality and relevance of information, to incorporate the information into
Students of the South University Physician Assistant program will achieve these learning outcomes by program completion, and will demonstrate competency to:

A. Perform essential clinical communication
B. Perform complete and problem focused patient histories
C. Perform complete and problem focused physical examinations
D. Formulate logical differential diagnoses
E. Select and interpret diagnostic studies
F. Select appropriate clinical interventions and pharmaceutical therapeutics
G. Provide effective patient education and counseling on disease prevention and treatment
H. Display essential characteristics of professionalism
I. Obtain and utilize biomedical information

A detailed list of specific tasks related to each of these skills can be found in Appendix A of this handbook. In Appendix G, a detailed list of Learning Outcomes for the clinical year is provided.

Program Curriculum

Notice: South University, Richmond and the Master of Science in Physician Assistant program reserve the right to modify curriculum requirements as necessary to ensure the academic integrity of its program. Students will be notified of any changes in curriculum or program requirements prior to implementation in accordance with ARC-PA Standards.

Didactic Phase (5 quarters/15 months):

Winter (10 weeks) 1st Quarter

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PASS102</td>
<td>Medical Interviewing and Documentation</td>
<td>3 credits</td>
</tr>
<tr>
<td>PASS110</td>
<td>Physical Assessment I</td>
<td>3 credits</td>
</tr>
<tr>
<td>PASS125</td>
<td>Medical Anatomy and Physiology I</td>
<td>4 credits</td>
</tr>
<tr>
<td>PASS135</td>
<td>Laboratory Diagnostics</td>
<td>3 credits</td>
</tr>
<tr>
<td>PASS173</td>
<td>Professional Seminar I</td>
<td>2 credits</td>
</tr>
<tr>
<td>PASS210</td>
<td>Physical Assessment Lab I</td>
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</tr>
<tr>
<td>PASS225</td>
<td>Medical Anatomy and Physiology I Lab</td>
<td>1 credit</td>
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<td><strong>Total</strong></td>
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Spring (10 weeks) 2nd Quarter

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<tbody>
<tr>
<td>PASS111</td>
<td>Physical Assessment II</td>
<td>3 credits</td>
</tr>
<tr>
<td>PASS126</td>
<td>Medical Anatomy and Physiology II</td>
<td>4 credits</td>
</tr>
<tr>
<td>PASS175</td>
<td>Issues in Contemporary Medicine</td>
<td>2 credits</td>
</tr>
<tr>
<td>PASS180</td>
<td>Clinical Medicine and Pharmacotherapeutics I</td>
<td>8 credits</td>
</tr>
<tr>
<td>PASS211</td>
<td>Physical Assessment II Lab</td>
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</tr>
<tr>
<td>PASS226</td>
<td>Medical Anatomy and Physiology II Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>PASS295</td>
<td>Applied Learning Experience I</td>
<td>1 credit</td>
</tr>
<tr>
<td>PASS380</td>
<td>Clinical Medicine &amp; Pharmacotherapeutics I Lab</td>
<td>1 credit</td>
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<td></td>
<td><strong>Total</strong></td>
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Summer (10 weeks) 3rd Quarter

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<tr>
<td>PASS167</td>
<td>Musculoskeletal Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>PASS181</td>
<td>Clinical Medicine and Pharmacotherapeutics II</td>
<td>8 credits</td>
</tr>
<tr>
<td>PASS296</td>
<td>Applied Learning Experience II</td>
<td>2 credits</td>
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<tr>
<td>PASS381</td>
<td>Clinical Medicine and Pharmacotherapeutics II Lab</td>
<td>1 credit</td>
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<tr>
<td>PASS147</td>
<td>Clinical Procedures</td>
<td>2 credits</td>
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<tr>
<td>PASS124</td>
<td>Essentials of Behavioral Medicine</td>
<td>3 credits</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>19 credits</strong></td>
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## Fall (10 weeks) 4th Quarter

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<th>Course Code</th>
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<tbody>
<tr>
<td>PAS5105</td>
<td>Epidemiology and Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>PAS5138</td>
<td>Fundamentals of Surgery</td>
<td>4</td>
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<tr>
<td>PAS5182</td>
<td>Clinical Medicine and Pharmacotherapeutics III</td>
<td>8</td>
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<tr>
<td>PAS5297</td>
<td>Applied Learning Experience III</td>
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<tr>
<td>PAS5382</td>
<td>Clinical Medicine and Pharmacotherapeutics III Lab</td>
<td>1</td>
</tr>
<tr>
<td>PAS5130</td>
<td>Diagnostic Methods</td>
<td>4</td>
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**Total:** 21 credits

## Winter (10 weeks) 5th Quarter

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<tr>
<td>PAS5132</td>
<td>Essentials of Clinical Geriatrics</td>
<td>4</td>
</tr>
<tr>
<td>PAS5174</td>
<td>Professional Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>PAS5183</td>
<td>Clinical Medicine and Pharmacotherapeutics IV</td>
<td>8</td>
</tr>
<tr>
<td>PAS5190</td>
<td>Essentials of Emergency Medicine</td>
<td>4</td>
</tr>
<tr>
<td>PAS5298</td>
<td>Applied Learning Experience IV</td>
<td>1</td>
</tr>
<tr>
<td>PAS5383</td>
<td>Clinical Medicine and Pharmacotherapeutics IV Lab</td>
<td>1</td>
</tr>
<tr>
<td>PAS6152</td>
<td>Medical Literature in Clinical Practice</td>
<td>1</td>
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**Total:** 22 credits

**Total Didactic Phase Credits:** 100 credits

### Clinical Phase (4 quarters/12 months)

<table>
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<th>Credits</th>
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<tr>
<td>PAS6200</td>
<td>Clinical Rotation I</td>
<td>8</td>
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<tr>
<td>PAS6205</td>
<td>Clinical Rotation II</td>
<td>8</td>
</tr>
<tr>
<td>PAS6320</td>
<td>Special Topics in Clinical Practice I</td>
<td>2</td>
</tr>
<tr>
<td>PAS6210</td>
<td>Clinical Rotation III</td>
<td>8</td>
</tr>
<tr>
<td>PAS6215</td>
<td>Clinical Rotation IV</td>
<td>8</td>
</tr>
<tr>
<td>PAS6330</td>
<td>Special Topics in Clinical Practice II</td>
<td>2</td>
</tr>
<tr>
<td>PAS6220</td>
<td>Clinical Rotation V</td>
<td>8</td>
</tr>
<tr>
<td>PAS6225</td>
<td>Clinical Rotation VI</td>
<td>8</td>
</tr>
<tr>
<td>PAS6340</td>
<td>Special Topics in Clinical Practice III</td>
<td>2</td>
</tr>
<tr>
<td>PAS6230</td>
<td>Clinical Rotation VII</td>
<td>8</td>
</tr>
<tr>
<td>PAS6235</td>
<td>Clinical Rotation VIII</td>
<td>8</td>
</tr>
<tr>
<td>PAS6350</td>
<td>Physician Assistant Senior Seminar</td>
<td>4</td>
</tr>
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</table>

**Total Clinical Phase Credits:** 74 credits

**Rotations must be completed in the following disciplines:**

- Primary Care
- Internal Medicine
- Pediatrics
- Emergency Medicine
- General Surgery
- Women’s Health
- Behavioral Medicine
- Clinical Elective

**Total Didactic Phase Credits:** 100

**Total Clinical Phase Credits:** 74

**Total Program Credits:** 174

The courses below are offered on an as needed basis:

- PAS5199 Independent Study I 8 credits
- PAS5299 Independent Study II 8 credits
Physician Assistant Program:

Student Rights and Responsibilities

South University is committed to the development of knowledge and ethics that are consistent with responsible professional and social behavior. During orientation to the program, each student receives a copy of the Physician Assistant Program Student Handbook, the South University Student Handbook, and the South University Academic Catalog. These documents govern student activity while enrolled in the South University. Richmond Physician Assistant program. Students are expected to meet academic requirements and demonstrate a sense of responsibility with an understanding of and respect for the rights of others. The atmosphere of the University reflects these goals; and, in turn, each student must be aware of his/her individual responsibility to act accordingly. By enrolling as a student at South University, Richmond, a student agrees to abide by the rules and regulations of South University. The rules concerning student behavior are outlined in the Code of Conduct section of the South University Student Handbook. Specific conduct expectations of the South University, Richmond Physician Assistant student can be found in the “Standards of Conduct” section of this handbook. Alleged violations of the program’s Standards of Conduct or Standards of Professionalism will be referred to the program’s Student Progress Committee. Alleged violations of the University’s Code of Conduct will be referred to the University’s Dean of Student Affairs.

Financial Information

Tuition and Fees: Tuition and fees are subject to change at the end of any term. The tuition cost for a full-time course load does not include expenses for such required items such as textbooks, medical equipment and supplies, laboratory fees, clinical tracking software fees, credentialing costs, and professional liability insurance. PA students are not eligible for part-time enrollment. In-state and out-of-state tuition are the same. For more information on tuition please refer to the South University Academic Catalog.

Acceptance Fee: There is a non-refundable $500 acceptance fee, subject to change, for those applicants accepted into the South University Physician Assistant program, which is applied to the tuition for the first quarter upon enrollment. If an applicant accepted into the program encounters circumstances that prevent his/her matriculation, any amount paid by the applicant that is above the non-refundable acceptance deposit will be refunded.

eMedley Clinical Tracking Software: An annual fee for use of the eMedley clinical tracking software system is included in the tuition fees. The eMedley system is mandatory for all students to track clinical encounters and procedures during clinical experiences.

Professional Society Membership Fees: Students enrolling in the South University, Richmond Physician Assistant program will incur a one-time fee for membership to the American Academy of Physician Assistants (AAPA). The fee of $75 is subject to change. The fee covers membership for the entire duration of PA training. Membership includes a monthly subscription to the Journal of the American Academy of Physician Assistants (JAAPA), periodic newsletters, and discounted admission to AAPA’s annual national continuing education meeting. Students are also required to join the Virginia Association of Physician Assistants (VAPA) for a fee of $20 which is also subject to change.

Other Estimated Costs For the MS Degree:

- Professional Instruments: $1,500.00 (Approximate)
- Textbooks: $720.00 (Digital textbooks $80.00 per quarter)
- Surgical Scrubs: $55.00 (Approximate)
- Laptop Computer: $1,500.00
- Exam Soft (testing software): $135.00
- Background Check Fees: $200.00-$400.00 (Additional fees may apply to the base package fee contingent upon credentialing requirements of individual hospitals.)

Graduation Fee: $125. The fee covers the cap, gown, hood, diploma, and any honor medals that students are awarded by the University. Honor society cords are the financial responsibility of the student. Please refer to the South University Academic Catalog.

Transcript Fee: Please refer to the South University Academic Catalog.

Payment of Tuition and Fees: Please refer to the South University Academic Catalog.

Refund Policy: Please refer to the South University Academic Catalog.
Financial Aid: Please refer to the South University Academic Catalog.

Official Withdrawal Procedure

To withdraw officially from the South University, Richmond Physician Assistant program and the institution, students must contact the program office and the Office of the Registrar to provide notification of their intention to withdraw. For further information on withdrawal from the University, please see the South University Academic Catalog.

Academic Regulations and Policies

Academic regulations, including grievance procedures, are further outlined in the South University Catalog and the South University Student Handbook. Students enrolled at South University, Richmond are expected to uphold, at all times, standards of integrity and behavior that will reflect credit upon themselves and South University. Registration at South University, Richmond implies the student's acceptance of the published academic regulations and all other rules found in any official publication or announcements. Conduct regulations, are described in the South University Catalog and the South University Student Handbook.

Student Grievance Procedure

Please refer to the South University Academic Catalog.

Veterans Benefits

Please refer to the South University Academic Catalog.

Student Records

Educational transcripts for each student enrolled in the South University, Richmond Physician Assistant program will be maintained by the South University, Richmond registrar permanently following the student’s graduation, withdrawal, or termination from the program. The program maintains a file on each student which includes documents pertinent to students’ admission and progression through the program. Student files are maintained in locked file cabinets in locked offices or storage vaults in the program office suite. Graduate files are maintained in the program’s secure file vault for 3 years following graduation then are sent to a secure off-site storage facility. Students are granted access to their own personal academic file only as requested by the student in accordance with the Family Educational Rights and Privacy Act (FERPA). Please see the South University Academic Catalog for more information on FERPA.

At no time is any student allowed access to any other student’s academic records or other confidential information. Students do not have access to academic records or other confidential information of other students or faculty and are not permitted in areas that house this material without permission and the accompaniment and supervision of a faculty or staff member.

Student Health

All students entering the South University, Richmond Physician Assistant program must meet the following requirements: (1) provide proof of personal health insurance throughout the entire program; (2) provide proof of a satisfactory physical examination; (3) provide proof of negative Tuberculin skin testing (positive results may require further evaluation); (4) provide proof of immunization as recommended by the US Centers for Disease Control and Prevention’s Immunization of Health-Care Personnel Recommendations.

Students are not permitted to seek personal health care advice or care from any full time or part time faculty member, program staff member, the program director, the medical director, guest lecturers, or guests of the program. Students in violation of this rule will be referred to the Program’s Student Progress Committee.
At no time is a full-time or part-time faculty member, program staff member, the program director, or the medical director allowed or expected to participate in the provision of health care to a student enrolled in the South University Physician Assistant program. Violation of this policy may be ground for disciplinary action including termination.

In an emergency situation, faculty and/or staff may assist any student who may be in imminent danger in accordance with their scope of practice and current standards of care.

If students choose not to be vaccinated, they will not be allowed to rotate at clinical sites that require immunizations unless expressly permitted in writing to the program by the physician preceptor and clinical site. If any of the core (required) rotations cannot be completed because the student voluntarily chose not to be vaccinated as required by the clinical rotation site, the student will not be eligible for graduation from the Physician Assistant program. In addition, if the number of clinical sites available to students who have not been vaccinated does not meet graduation requirements, those students will not be eligible for graduation from the Physician Assistant program.

Immunizations

The South University, Richmond Physician Assistant Program Immunization Policy is in compliance with the Centers for Disease Control and Prevention’s Immunization of Health-Care Personnel: Recommendations of the Advisory Committee on Immunization Practices (ACIP).

After acceptance into the program, but before registration can be successfully completed, all students must complete immunizations, health screening, background, and drug testing screening through CastleBranch. Additional immunizations and drug testing screening may be required by some clinical training sites and are the students’ responsibility. If students choose not to be vaccinated, they will not be allowed to rotate at clinical sites that require immunizations unless expressly permitted in writing to the program by the physician preceptor at that site. If any of the core (required) rotations cannot be completed because the student voluntarily chose not to be vaccinated as required by the clinical rotation site, the student will not be eligible for graduation from the Physician Assistant program. In addition, if the number of clinical sites available to students who have not been vaccinated does not meet graduation requirements, those students will not be eligible for graduation from the Physician Assistant program.

Health Insurance

All PA students are required to carry adequate health insurance throughout their enrollment in the program. Evidence of health insurance coverage must be provided at the time of matriculation. Confirmation of coverage will be carried out prior to the inception of the clinical phase of the program. Lack of health insurance will suspend student participation in program activities until proof of insurance is provided.

Other Requirements

All students must provide documentation of Basic Life Support (BLS) certification during orientation. Students must refer to the Health Requirements Information Sheet for specific details on student health, health insurance, and BLS requirements.

Student Identification

South University, Richmond PA students will be clearly identified to distinguish themselves from physicians, residents, and other health professional students. In clinical settings, PA students will wear short white laboratory coats with an embroidered name or name tag attached. This will clearly state the student’s name with an underlying title of Physician Assistant student. The South University patch must be affixed to the left sleeve of the lab coat. If a situation arises when the lab coat is not worn, the name tag must be worn. Name tags are to be worn on the left side of the chest. Additionally, many of the hospitals and clinics in which program students are affiliated require them to wear distinguishing name tags or security badges while working at those facilities. Students must wear the appropriate South University identification, as well as the institution’s required badge.

Students are required to wear their name tags at all times while on the South University campus.

Drug and Alcohol Policy

Students are prohibited from use/misuse of, or being under the influence of: alcoholic beverages, illegal drugs, or drugs which impair judgment while on duty in any health care facility, school, institution or other work location as a representative of the Physician Assistant program. Drug screen testing will be conducted prior to matriculation, prior to the clinical year, and then repeated as per the credentialing requirements of the clinical site.
When a faculty/clinical instructor/preceptor perceives the odor of alcohol or observes behaviors such as, but not limited to, slurred speech, unsteady gait, or confusion, and these behaviors cause the faculty or clinical instructor to suspect that the student is impaired by alcohol or drugs, the following steps are to be taken:

1. The student will be removed from the patient care area or classroom and the Physician Assistant Program Director notified for further direction.
2. With the student’s consent, the instructor will contact a transportation service to arrange transport off clinical site if applicable.
3. Medical assessment/treatment will be incurred at the student’s expense.
4. If the student’s behavior is threatening or belligerent, the instructor and/or agency supervisor may notify the police to have the student escorted from the premises.
5. The procedure for Code of Conduct violations in the Student Handbook will be initiated by the instructor filing a Code of Conduct violation by memo to the Dean of Student Affairs within one business day of the incident.

Communication

Students are required to maintain active e-mail and telephone accounts at all times. Throughout the course of study at South University, Richmond, a variety of events occur (some unexpected, some matters of routine business) making it necessary for students to be reached. Phone numbers, mailing addresses, and e-mail addresses are required to be current and on file in the program office and in eMedley and updated appropriately. Student mailing addresses, e-mail addresses, and phone numbers are required to be current and on file in the program office and in eMedley. All student email correspondence with the program must be through their South University student email account. Students are required to check their South University student e-mail daily. The South University, Richmond Physician Assistant program is not responsible for information missed by students who have not maintained up-to-date, reliable contact information with the program office, who have not checked their South University email daily. It is the Students responsibility to keep contact information updated with the program as appropriate.

In addition, students will be requested to register for South University’s Alert Find system in order to be contacted in the event of a campus emergency.

Note: Maintaining professionalism is of utmost importance when using social media. It is recommended that you assume all postings are visible to program faculty, future employers, and patients. “Think Before You Post:” There’s no such thing as a “private” social media site. If you are about to publish, respond to, or engage in something that makes you even the slightest bit uncomfortable, don’t do it. Be respectful of the University and others: Always refrain from posting content that could be construed as obscene, vulgar, threatening, discriminatory, harassing/sexual harassing or abusive to a person or entity. Seek approvals: Any messages that might act as the “voice” or position of the University must be approved by South University. It is strictly prohibited to discuss patient related matters, take photographs of patients or cadavers - including in the operating room - even if the patient is not identified. Similarly, the posting of diagnostic images or any form of patient data on any social media platform such as YouTube, Facebook, iTunes, LinkedIn, Twitter, and blogs is strictly prohibited. Posting on Facebook or any other form of social media information regarding program personnel, including faculty, preceptors, and fellow students is strictly prohibited. Requesting connection with preceptors, faculty, staff, and supervisors while currently a student is unacceptable. Violation of this policy will result in being called before the Student Progress Committee. Witnessing any violation of this policy should be immediately reported to the Program Director.

Recording Policy

Students are not permitted to tape or digitally record any class without receiving prior permission from the instructor and completing the Recorded Lecture Policy Agreement (see Appendix H) provided by the program director.

Physician Assistant Program Policies and Procedures

In addition to the general academic regulations and policies as stated in the South University Catalog, the following policies and procedures pertain to all required courses taken by students enrolled in the South University, Richmond Physician Assistant program. Program policies apply to all students, principal faculty and the program director regardless of location.
Attendance Policy
For the University policy on attendance, please refer to the South University Academic Catalog.

Additional South University, Richmond Physician Assistant Program Policies on Attendance

Attendance at Classes and Clinical Experiences: Attendance policies for courses within the South University, Richmond Physician Assistant Program are more stringent than the standard University Attendance Policy. All PA students are responsible for knowing and abiding by the following attendance policy:
Due to the rigorous nature of the coursework and the accelerated pace of learning, regular attendance is essential for successful completion of the program. It is the expectation of the Student Progress Committee that all students will attend all scheduled classes, conferences, seminars, laboratory experiences and clinical practicums. Any student who misses a required scheduled activity (didactic or clinical) must notify the Course Director, as well as the respective Director (Pre-Clinical or Clinical) of the absence. The student assumes full responsibility for obtaining all materials and making up all course work that is missed during an absence. All students are responsible for reviewing and abiding by the attendance policy for each course, which is located in the course-specific syllabus.

Examinations: Attendance is mandatory for all examinations, both written and oral. Students are responsible for being present at the beginning of all examinations. Exams will begin ON TIME. Students who arrive after an examination has begun will be refused admission to the testing room. No exams will be given prior to the scheduled test administration time for any reason. Students who are excused from the regularly scheduled administration of a test will be required to set up a time with the Course Director to make up the missed test as soon as possible. Permission for any deviation from the regular test schedule must be requested through the Director of Pre-Clinical Education or Director of Clinical Education. The Program Director will make final decisions for all requests.

Absences: Attendance will be taken in every lecture. Each instructor(s) will specify the attendance policy in the course syllabus. It is the responsibility of each student to familiarize themselves with these policies and to act accordingly. Failure to follow these guidelines will result in a course of action delineated in the corresponding course syllabus. The Director of Pre-Clinical Education or Director of Clinical Education will notify the Student Progress Committee of any student who is consistently absent from didactic or clinical experiences. Continuous absences by a student may be referred to the Student Progress Committee.

The Clinical Medicine and Pharmacotherapeutics course series I-IV abides by the following policy: Students with any unexcused absence will have 1 point per unexcused absence deducted from the overall final grade of the course. Any assignments, quizzes, or examinations missed during an unexcused absence are rescheduled at the discretion of the Course Director. If a student does not make prior arrangements with the Course Director concerning an exam or quiz, the Course Director reserves the right to either not allow the exam to be made up, or to be made up with a maximal achievable grade of 70%.

Reporting of Absences: First-year students must report absences in advance via email whenever possible to the Course Director and/or Director of Pre-Clinical Education. If circumstances do not permit immediate access to email, the student must call the Director of Pre-Clinical Education, and ultimately submit an email notification.

Second year student absences must be reported to the Director of Clinical Education or the Clinical Administrative Coordinator. Students unable to meet as scheduled with individual clinical preceptors must notify the preceptor personally, as well as the Clinical Administrative Coordinator. When absence due to illness extends beyond 48 hours, a signed physician’s report will be required. This is done primarily for the student’s protection against any accusation of neglect or indifference, as well as to ensure that a proper health care provider has been sought by students in the case of illness.

Tardiness: Tardiness is a professional issue and will not be tolerated in either the didactic or clinical phases of the program. Students are expected to be in class/clinic and ready to participate on time.

Each didactic class will be monitored by faculty to identify those students who arrive late. The first offense will result in a verbal warning. Any subsequent offenses will be reflected in the professionalism evaluation for the course and may result in notification of the Program Director and referral of the issue to the Student Progress Committee.

In the clinical phase of the program, preceptors are responsible for monitoring attendance and tardiness. Students not meeting expectations in these areas will be referred to the Director of Clinical Education and Student Progress Committee.

Religious Observances: The South University, Richmond Physician Assistant program recognizes that excellence in medical education cannot be dependent solely upon any calendar, since patient illness respects no calendar, be it secular or religious. Faculty members recognize, however that some students may have special needs in the scheduling of tests,
final examinations, and clerkship duties because of religious beliefs and practices. To this end, individualized requests should be directed to the Program Director, Director of Pre-Clinical Education, or Director of Clinical Education. The faculty strives continually to provide the highest quality of education to students and remain ever responsive to patient care needs while respecting students’ privileges and rights. In a further attempt to assist students with their special needs due to religious beliefs and practices, guidelines and related factors are as follows:

- Students who anticipate conflicts with regularly scheduled classes, tests, examinations, and/or the delivery of patient care have the opportunity to notify the Director of Pre-Clinical Education each year during their orientation.

- To minimize conflicts during the pre-clinical phase, the faculty members try to avoid scheduling tests, examinations, and regular classes on Saturdays, Sundays, and religious holidays. When scheduling causes conflicts with the religious observances of students, the students should be given the opportunity to make up work at the earliest convenience of the responsible faculty member and the students.

- During the clinical phase, when the schedule of patient care and clinical conferences conflicts with a student’s religious observances, the student should arrange substitutions and make-up work in consultation and agreement with the Director of Clinical Education and the primary clinical preceptor. Due to the “non-scheduled” nature of clinical training, each student is expected to recognize his/her own personal responsibility for patient care and his/her own learning experience. Preparing students to assume the responsibility for patient care is the nature of clinical training and is critical to students’ professional training. This notification should be made at least 30 calendar days in advance of the conflicting date(s) and made through designated channels as noted above. It is the joint responsibility of students, faculty, and preceptors to schedule make-up or substitute work at the earliest possible date convenient to those involved.

- If a student is unable to resolve a schedule conflict concerning religious holidays with the appropriate course director or immediate supervisor, the following route of appeal is available: the Physician Assistant Program Director, the Dean of Academic Affairs and Operations, and finally the Dean of the College of Health Professions.

**Evaluation of Students**

It is essential for professional development that students adopt and exhibit self-directed responsibility for their mastery of knowledge and skills. Students are required to pass all requisite didactic and clinical course work with a minimum grade of “C” for courses utilizing the letter grading system, or “Pass” for courses utilizing the Pass/Fail system. Students must complete class work in its entirety. No PA course credits from another institution may transfer into the didactic or clinical year.

During the program, any performance below “C” in any course utilizing the letter grade system or a grade of “Fail” in any course utilizing the Pass/Fail system is interpreted as significant deficiency in the subject.

Students performing poorly in the didactic phase of the program should contact the Director of Pre-Clinical Education and/or the course instructor as soon as possible to solicit their help and recommendations to remediate deficiencies. Students performing poorly in the clinical phase of the program should contact the Director of Clinical Education and/or the course preceptor as soon as possible to solicit their help and recommendations to remediate deficiencies.

Faculty members are expected to provide reasonable assistance and direction to aid in this remediation process. The methods and extent to which faculty assist students with review and remediation of deficient material is at the discretion of the individual faculty member.

**General Information:** To satisfactorily complete a course, the student must earn a grade of “C” or better in courses using the letter grading system and, a “Pass” in courses utilizing the Pass/Fail system. **However, it is critical that students understand that they must maintain an overall GPA of 3.0 or higher.** The course grade may be based on multiple examinations, assignments, and a comprehensive final exam. Each exam may consist of multiple choice, matching, essay, and/or clinical competency skills testing. The Program Director’s approval is required before a student can make up any missed test or exam. Exams will be rescheduled only in the event of personal illness or family emergency. Demonstration of clinical competency skills testing will be proctored by program faculty and/or their designees, and must be completed as assigned by the course instructor or a designated faculty member. Material up to the preceding lecture before the scheduled exam may be included on the exam. Due to the cumulative nature of medical learning, concepts covered earlier in the quarter may be asked on later exams. Any exceptions to examination content will be announced well in advance of the scheduled exam. The PA Program will retain electronic and/or paper copies of student examination grading and written assignments (not returned to students) until after graduation or any grade appeal timeline has passed (whichever is later). After that time, materials will be shredded to preserve the confidentiality of the student.
**Didactic Phase Evaluation:** The Student Progress Committee is responsible for monitoring and evaluating the progress of each student during the didactic phase of the South University, Richmond Physician Assistant program. Each student is assigned a Small Group Advisor for academic and professional counseling.

Evaluation of student performance in didactic course work is conducted through traditional methods such as: 1) testing the students’ knowledge of the objectives through written quizzes and examinations, 2) using laboratory and clinical practical examinations, and 3) using problem-based instruction and evaluation during objective structured clinical exams. Examinations are primarily objective multiple choice, some subjective essay, clinical skills practice and regular objective structured clinical exams (OSCEs). However, other formats may be used at the discretion of an individual course instructor. Multiple methods of evaluation may be given in any one course. A comprehensive examination is administered at the end of each course.

The course director will utilize statistical analysis to review the reliability of each exam/quiz. Every question with a point biserial (item discrimination) below 0.19 and/or a p-value below 0.30 will be reviewed by course director and the Director of Pre-clinical Education. If the Director of Pre-Clinical Education is the course director, an additional faculty member will also review the examination items.

If the preceding criteria is met and deemed appropriate, the course director may adjust each student test score so every student receives credit for the question (questions WILL NOT be dropped). A question may receive full or partial credit. Point Biserial and P-Value is further explained here.

Item discrimination or point-biserial provides a relationship between how well students did on the question item and their total test score.

- The range is from -1.00 to 1.00.
- The higher the value, the more discriminating the item.
- A highly discriminating item indicates
  - *Students who had high tests scores got the item correct; students who had low-test scores got the item incorrect.*
  - Items with discrimination values near or less than zero *should be reviewed for possible removal* from the test. This indicates that students who overall did poorly on the test did better on that item than students who overall did well. The item may be confusing in some way.
- A guideline for classroom test discrimination values is shown here
  - 0.40 or higher very good items
  - 0.30 to 0.39 good items
  - 0.20 to 0.29 fairly good items
  - 0.19 or less poor items

- The **P-Value** represents the difficulty of the test item or the percentage of students that correctly answered the item.
  - The range is from 0% to 100%, or 0.0 to 1.00.
  - The higher the value, the easier the item.
  - The *best* decimation values for test reliability falls between 0.30 and 0.70
  - P-values above 0.90 are very easy items and *should not* be reused again for subsequent tests.
  - P-values below 0.20 are very difficult items and *should be reviewed* for possible confusing language, removed from subsequent tests, and/or highlighted as an opportunity for re-instruction.

An overall minimum grade of “C” in courses utilizing the letter grading system or a “Pass” in courses utilizing the Pass/Fail grading system or is required for satisfactory completion of each course. If a student receives a final course grade below a “C” or a “Fail” he/she will be dismissed from the South University, Richmond Physician Assistant program.

Feedback is a vital part of the evaluation process in the didactic phase. Immediate and appropriate feedback provides students with an accurate and acute assessment of their progress within the course, and offers concrete direction for studies.
During the didactic phase review sessions may be utilized to provide brief review of formative assessments (including but not limited to tests, quizzes, and practical examinations). The presence, absence, and format of these review sessions is up to the discretion of the course director for each course. Review sessions are intended to allow students the opportunity to determine the concepts in which their performance was below expectations. Any student receiving a score below 70% or a score less than 2 standard deviations below the class mean on an assessment in a course utilizing the letter grading system or a “Fail” on an assessment in a course utilizing the Pass/Fail system is required to participate in the next available review session.

**Clinical Phase Evaluation:** The Student Progress Committee is responsible for monitoring and coordinating the evaluation of the progress of each student in the clinical phase of the South University, Richmond Physician Assistant program. Students receive clinical experiences in both primary care and specialized (medical, behavioral, and surgical) rotations to better prepare them for the wide range of patient problems which they may encounter after graduation. Students in the clinical phase of the program are evaluated in a variety of ways by their clinical preceptors and program faculty during their clinical rotations. Feedback is provided to the students daily by the preceptors while students are actively participating in the care of patients. During the clinical phase, evaluation is intended to address achievement of competency in knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem solving abilities required for PA practice.

Clinical students must satisfactorily complete all clinical rotations as assigned. Grades in clinical course work reflect a student’s cognitive, technical, attitudinal and behavioral performance and are based upon preparation, skill, attitude, and attendance, as well as patient management. Successful completion of a clinical rotation requires timely completion of credentialing documents and requirements, attainment of objectives and learning outcomes, compliance with rotation and program assignments within the rotation period, attendance at all scheduled activities of the clinical service, applicable key experience measures and competencies, and attainment of passing scores on preceptor evaluations, end-of-rotation examinations, and learning outcomes assessments. Learning outcomes assessments include OSCEs (objective structured clinical examinations), practical examinations, clinical reasoning and problem solving/technical skills sessions, and required note submissions.

The South University, Richmond Physician Assistant Program's Director of Clinical Education will review the evaluations from the clinical preceptors/instructors and have final authority in assigning grades for all the clinical rotations and courses. Patient safety, proper professional conduct, and the progressive demonstration of achieving learning outcomes and independence of thought at all clinical sites is expected. The Director of Clinical Education in consultation with the Student Progress Committee may recommend that a student either stay longer at a clinical site or repeat specific components of a clinical rotation and course as deemed necessary to ensure patient safety and the student’s expected level of professional development and mastery of learning outcomes. This will be reviewed by the Student Progress Committee and a recommendation will be made to the Program Director.

An overall minimum grade of “C” is required for satisfactory completion of each clinical rotation course. The grade for each of the eight clinical rotations will be based on the evaluation from the primary preceptor, student evaluations of the clinical site and preceptor, end-of-rotation exam (an assignment will replace an end-of-rotation exam for the elective rotation), and clinical logging requirements in the eMedley clinical tracking system.

If a student does not earn a course grade of at least a “C” on any clinical rotation, he/she will be required to repeat that rotation. Failure to earn a grade of at least a “C” on the repeat rotation or any subsequent rotation will result in dismissal from the program.

Any other circumstance that causes a student not to successfully complete a rotation will require the student to meet with the Student Progress Committee.

All evaluations not turned in and grades not calculated by the end of the rotation are reported as “I” (Incomplete) to the Registrar’s office. Late grades will be turned in to the Registrar’s office with a change of grade form once the necessary evaluation(s) have been received. All evaluations must be returned to the Clinical Coordinators’ office prior to graduation.

**Comprehensive Exams:** Completion of the didactic phase of the curriculum requires satisfactory completion of a formative evaluation. The formative evaluation, consisting of both written, skills performance, and professionalism components, is administered at the end of the didactic training period. This evaluation is used to identify individual and collective weaknesses within the cohort that should be remediated and strengthened during the clinical phase of the program.

**Summative Examination**
Successful completion of the program requires satisfactory completion of a comprehensive summative evaluation. The summative evaluation consists of written, clinical performance, and professionalism components and is administered near
the end of the clinical training period. The evaluation includes assessment of medical knowledge, interpersonal and communication skills, clinical and technical skills, clinical reasoning and problem solving abilities in patient care, and professionalism behaviors. This evaluation is designed to assess competency in the program’s defined learning outcomes, as well as to determine eligibility for graduation from the program.

There are three (3) distinct components of the graduate candidate’s summative evaluation. Each must be successfully completed in order to earn a passing grade for the senior seminar. Minimum passing scores on the components of the summative examination are as follows:

1. Written Exam – Score must be greater than or equal to 2 standard deviations below the cohort mean for the Exam (medical knowledge)

2. Clinical Performance – Scores must be greater than or equal to 70% in each area assessed on the clinical performance examination (medical knowledge, interpersonal and communication skills, clinical and technical skills, clinical reasoning and problem solving abilities in patient care, and professionalism behaviors)

3. Final Professionalism Evaluation – Deemed “Competent” in each area of professionalism on the program’s summary professionalism evaluation

Students who do not receive a satisfactory grade on any part of the comprehensive summative examination will be referred to the Student Progress Committee. Students will be required to remediate areas of deficiency and repeat the portion(s) of the summative evaluation in which they were not successful. In the event that significant areas of deficiency are noted, the student may be required to enroll in a self-directed independent learning seminar to remediate the deficiency/deficiencies. The Program Director will set guidelines for the remediation period if necessary. The student will not be eligible for program completion or graduation activities until they receive a satisfactory performance on each component of the summative evaluation. If the student fails the component a second time, they will again be referred to the Student Progress Committee for further review.

**Grading Scale:** Grades will not be changed with the exception of mathematical errors.

A: 90 – 100  B: 80 – 89  C: 70 – 79  D: 60 – 69  F: Below 60

Some courses are graded as Pass/Fail. In order to obtain a grade of “Pass,” the student must achieve a numerical average of 70%.

**Appeal of Course Grades:**
Please refer to the South University Catalog section on Grade Reporting and Challenges.

**Students at Academic Risk and Remediation**

The program expects each student to obtain a basic mastery in the areas of medical knowledge, skills, and professionalism. However, the program also recognizes that students may progress at different rates in obtaining this mastery. The program has developed the small group advisor for numerous purposes. One of the primary purposes of the small group advisor is to monitor student progress in developing basic mastery of medical knowledge, clinical skills, and professionalism required for entry into the PA profession.

The program has a process for development of a formal remediation plan should a student be found to be globally deficient in knowledge, skills, or professionalism. The development of a formal remediation plan may occur at the request of the Student Progress Committee. The formal remediation plan is designed to remediate students who are deemed to have global deficit, are currently in good standing in the program, and who appear to have the capacity to remediate the deficit and obtain basic mastery in the deficient area(s). The course director is responsible for collaborating to develop a formal remediation plan. When deemed appropriate or necessary the course director may seek the assistance of a content expert, the Director of Preclinical Education, the Director of Clinical Education, or the Student Progress Committee in order to develop an appropriate formal remediation plan. The formal remediation plan must be documented on the Remediation Improvement Contract Form (See Appendix E). Failure of a student to successfully complete a formal remediation plan will result in a referral to the program’s Student Progress Committee.

Remediation is required for all students with unsatisfactory performance, which is defined as a student scoring below:

1.) 73% on a written exam
2.) 75% on any final exam
Students will be required to remediate the material by completing a Remediation Improvement Contract (RIC). (See Appendix E). The purpose of test remediation is for students to review the learning objectives, to identify items missed, to recognize knowledge or skill weaknesses, and to comprehend and correct these deficiencies. Successful completion of individual remediation can include but is not limited to: reading assignments, review of lecture materials or previous case studies, individual focused faculty led tutoring (especially when related to skills deficiencies), and breakout sessions. The course director must evaluate the student’s proficiency once remediation is completed. This could be, but is not limited to, the following: oral question / answer session, written exam, written paper, and written responses to selected examination questions. The course director will provide a final re-assessment score related to the remediation process. Students can remediate ONE failed test grade (not to include a final exam) per course to achieve a maximum of 15 points and not to exceed an exam grade total of 73/100. All remediation must be completed within two weeks of the failed exam and is per the discretion of the course director.

*Clinical year remediation for Preceptor Evaluations, retaken End-of-Rotation exams, or Learning Outcomes Assessment scores < 70% are determined by the Student Progress Committee.

In the event that a student is at academic or professional performance risk, the student may be placed on a Performance Improvement Plan (PIP) for the duration of the quarter. Examples of situations that may result in a student being placed on a PIP include, but are not limited to: patterns of poor academic performance, poor progression of clinical skills development, failure to meet standards for satisfactory academic progress (SAP), or failure to meet professional behavior standards. The PIP will be written on an official Performance Improvement Plan form (See Appendix F). The PIP is developed collaboratively by a student’s small group advisor and the Student Progress Committee. The plan must have definitive steps to achieve improvement and must include a timeline for completion. Students required to participate in tutoring as part of a PIP may be referred to the University’s Academic Success Center or other tutor as appropriate. Students who do not meet the requirements of a Performance Improvement Plan will be referred to the program’s Student Progress Committee for further review. Students are still responsible for maintaining satisfactory academic standards while on a Performance Improvement Plan.

**Deceleration Policy:**

If for any academic or nonacademic reason a student in good standing elects to withdraw from the Physician Assistant Program, the student will be required to abide by the South University withdrawal policies and procedures in the University catalog. If a student withdraws from the program in good standing, the student may be allowed to re-enter the program at a later time. Under no circumstances may a student re-enter the program if they have been withdrawn for more than four (4) consecutive academic quarters. The decision to allow a student to re-enter the program is made by the program’s Student Progress Committee and approved by the campus Dean of Academic Affairs and Operations (DOAAO). A student may be allowed to re-enter at a decelerated pace at the discretion of the Student Progress Committee. If a student is allowed to re-enter the Physician Assistant program at a later date, the program’s Student Progress Committee will create a re-entry plan for that student. This plan must be approved by the campus DOAAO. The student will be required to review and sign the re-entry plan. The plan will be maintained in their permanent record. As part of the re-entry plan the student may be required to participate in course work or other educational activities to ensure retention of essential knowledge and skills required of a PA student. If an enrolled student is unable to maintain the typical pace of the program curriculum, that student may be allowed to decelerate his/her progression through the program. The decision to allow a student to decelerate his/her pace of progression is at the discretion of the program’s Progress Committee. The final decision to allow a decelerated pace is made by the campus DOAAO. A deceleration plan will be written by the program’s Student Progress Committee and approved by the campus DOAAO. The student will be required to review and sign the re-entry plan, which will then be maintained in their permanent record. A student not currently in good standing in the program will not be allowed to decelerate his/her pace of progression. Regardless of the reason for withdrawal/deceleration, a student of the Physician Assistant Program must complete all curricular requirements within 45 months of their initial matriculation into the South University PA program.
Student Progress:

Satisfactory Academic Progress

For specific information on how to maintain Satisfactory Academic Progress, please refer to the Academic Catalog.

Student Progress Committee

The South University, Richmond Physician Assistant program has established the Student Progress Committee to review each student’s academic, clinical, and professional performance and personal suitability for a career in medicine. The charge of the Student Progress Committee is to make appropriate recommendations pertaining to progression through the program. The faculty has established the following guidelines and rules as the basis for promotion and graduation.

Students who do not meet the minimum performance requirements for the program will be referred to the South University, Richmond Physician Assistant Program Student Progress Committee for review. Any student receiving a deficient or failing final course grade (below C) or falling below the minimum GPA requirement will be automatically notified by the Program Director. The Student Progress Committee will then evaluate the student’s performance.

Although this is not a comprehensive list, the following situations may cause a student to be referred to the Student Progress Committee:

1. Student’s cumulative GPA falls below 3.0 (refer to Satisfactory Academic Progress).
2. A student receives a course grade below a “C”. Any course grade below a “C” in any course in the didactic phase will result in dismissal from the program.
   
   A course grade below a “C” in the clinical phase will require a student to repeat that clinical rotation. Failure to earn a grade of “C” on the repeat rotation or any subsequent rotation will result in dismissal from the program.
3. Students who do not complete a clinical rotation or are asked to leave a clinical rotation due to poor performance.
4. Students who do not receive a satisfactory grade in any part of the comprehensive summative examination or who are deemed not to be prepared to progress on to the clinical phase upon completion of the comprehensive formative evaluation.
5. Failure to abide by all South University, Richmond Physician Assistant program policies and procedures, breaches in the South University or South University, Richmond Physician Assistant Program Standards of Conduct and/or Standards of Professionalism, or South University Graduate Program Honor Code violations.

Progress Committee Structure

The Committee is chaired by the Program Director who serves as a non-voting member of the committee. A quorum (defined as a simple majority of voting principal faculty members and the program’s Clinical Administrative Coordinator) must be present to commence the Student Progress Committee meeting.

Committee Procedure

The Committee meets at least quarterly to review Satisfactory Academic Progress (SAP), professionalism evaluations, and other relevant information available to aid in evaluation of each student. For procedures on students not meeting SAP standards, see above.

At the quarterly meeting the Committee makes one of the following recommendations to the Program Director for each student’s clinical and professional progress in the program:

1. Advance in good standing
2. Advance in good standing with a Performance Improvement Plan (PIP)
3. Advance on professional/clinical probation
4. Expulsion
If a student is being considered for placement in a status other than advance in good standing, he/she may be required to speak formally to the Student Progress Committee before a final decision is rendered by the committee.

Any student not recommended to advance in good standing will be notified within 72 hours by the Program Director. The Program Director will notify the Dean of the College of Health Professions and the Dean of Academic Affairs and Operations on any recommendations of the Student Progress Committee other than “advance in good standing”, and provide details and justification for such recommendation.

In cases where professional probation is recommended by the Student Progress Committee, the Program Director may require the student to meet with the Director of Preclinical Education or Director of Clinical Education to define an exact remediation strategy. Any remediation strategy will be approved by the Program Director.

In addition to quarterly meetings, the Student Progress Committee may be convened on an ad hoc basis to address specific student issues.

**Appeals of the Student Progress Committee Decisions**

In cases where students do not meet Satisfactory Academic Progress, appeals will be handled according to the SAP policy.

Students may appeal decisions of the Student Progress Committee on issues regarding clinical performance or professionalism. Any student wishing to appeal a decision of the Student Progress Committee other than those based on the SAP policy must do so in writing to the Dean of Academic Affairs and Operations. **Written appeals must be made within seven (7) days of being notified of the decision of the Student Progress Committee.** Appeals submitted after this time will not be considered. Written appeals will only be considered for claims of the following:

1. Failure of the program or University to follow due process
2. New evidence pertinent to the student’s case
3. Punishment not appropriate for the situation

The Dean of Academic Affairs and Operations will review the student’s appeal and will determine whether the circumstances and academic status warrant reconsideration of the decision of the Student Progress Committee. The student may be asked to appear in person during the review process when deemed necessary by the Dean. The Dean of Academic Affairs will send formal notification of the decision to the student and appropriate academic offices.

The final level of appeal is to the Dean of the College of Health Professions. The Dean will use the reports from the Student Progress Committee and the Dean of Academic Affairs and Operations and will consult with the Program Director and Dean of Academic Affairs and Operations to reach a conclusion regarding the student’s disposition. The Dean of the College of Health Professions will send formal notification to the student and appropriate academic offices.

A student who has been expelled and whose appeal is granted may be reinstated and, if otherwise eligible, receive financial aid. However, the student will be placed on professional probation at the start of the academic term. The granting of appeals for decisions other than expulsion may stipulate certain conditions as deemed necessary by the party granting the appeal for a student to continue in the program.

**Student Employment**

Employment during a student’s course of training is strongly discouraged.

- Any student unable to maintain adequate academic standing as outlined above may be asked to terminate his/her employment.

- At no time is a South University, Richmond, PA student allowed to or required to work for the program. Any student wishing to work during the clinical phase of the program must have the approval from the Director of Clinical Education prior to the start of the clinical year.
Master of Science in Physician Assistant Program Graduation Requirements

To receive a Master of Science in Physician Assistant degree a student must satisfy the following requirements:

- The student must complete those course requirements described in the catalog in effect when the student enrolled. Students who leave South University for longer than 3 quarters will be required to meet the catalog requirements in effect at the time of their return.
- The student must receive a minimum grade of “C” or better in all courses.
- The student must have a cumulative GPA of 3.0 or higher for all course work taken while in the South University Physician Assistant program.
- The student must successfully complete the summative evaluation before graduation.

Note: It is the responsibility of each potential graduate to complete an application for graduation and pay the required graduation fee. The application should be submitted during pre-registration for the last quarter in which the student will be enrolled at South University, Richmond.

Standards of Conduct

The South University Student Handbook defines a Code of Conduct that must be followed by all students. Failure to comply with general University policies may result in dismissal from the program and the University according to defined disciplinary procedures enforced by the Dean of Student Affairs. All disciplinary actions will be reported to the Student Progress Committee and will be considered relative to the student’s suitability for continued participation in the program and/or entry into the PA profession. Each student shall be attired appropriately whenever he/she is in a clinical (patient care) environment. Failure to adhere to appropriate guidelines for attire can result in dismissal from clinical activity with a resulting penalty applied for absence. One of South University Physician Assistant program’s core tenets is that Physicians and PAs are called to the highest standards of honor and professional conduct. It is critical that our students understand this responsibility begins at the inception of medical education rather than upon receipt of degree; and they must uphold the following standards that serve as an embodiment of these beliefs. These standards are intended to promote an atmosphere of honesty, trust, and cooperation among the students, the faculty, their patients, and society. Students in the South University, Richmond Physician Assistant degree program are expected to demonstrate behavior that is considered appropriate for a career in medicine. Appropriate behavior includes, but is not in any way limited to honesty, trustworthiness, professional demeanor, respect for the rights of others, personal accountability, and concern for the welfare of patients—all of which are outlined below. Violations of these Standards of Professionalism may result in disciplinary proceedings.

South University Graduate Honor Council

South University publishes its Graduate Honor Code in the South University Student Handbook. All students enrolled in the South University, Richmond Physician Assistant program are expected to abide by this code. Violations of the South University Graduate Honor Code will be referred to the Physician Assistant Program’s Student Progress Committee for review. If the Student Progress Committee determines that there is adequate evidence of an Honor Code violation, the case will be referred to the South University Graduate Honor Council. Above and beyond the Graduate Honor Council decisions, the Student Progress Committee has the authority to add additional sanctions and/or remediation.

National Commission on Certification for the Physician Assistant (NCCPA) Code of Conduct

For Certified and Certifying PAs and PAs with the PA-C Emeritus Designation

The South University, Richmond Physician Assistant program expects students to abide by the Code of Conduct set forth by the National Commission on Certification of Physician Assistants. Breaches in this code of conduct while a student is enrolled in the program will be grounds for referral of that student to the program’s Student Progress Committee. South University does not guarantee third-party certification/licensure. Outside agencies control the requirements for taking and passing certification/licensing exams and are subject to change without notice to South University.
Preamble

The National Commission on Certification of Physician Assistants endeavors to assure the public that certified physician assistants meet professional standards of knowledge and skills. Additionally, NCCPA attempts to ensure that the physician assistants it certifies are upholding appropriate standards of professionalism and ethics in practice. The NCCPA’s Code of Conduct for Certified and Certifying PAs and PAs with the PA-C Emeritus Designation outlines principles that all certified or certifying PAs holding the PA-C Emeritus designation are expected to uphold. Breaches of these principles may be cause for disciplinary review. Disciplinary actions taken at the conclusion of that review may include formal censures, fines, suspension, revocation of certification or eligibility for certification or PA-C emeritus designation and/or other actions deemed appropriate by NCCPA. Disciplinary actions may be reported to the Federation of State Medical Boards, any state licensing authority, the federal government, the PA's employer and other interested parties, including individuals seeking information about the PA's certification or PA-C Emeritus designation, as solely determined by the NCCPA and in compliance with NCCPA's information disclosure policy. This Code of Conduct represents some, though not necessarily all, of the behaviors that may trigger review under NCCPA's Policies and Procedures for Disciplinary Matters.

Principles of Conduct

Certified or certifying physician assistants shall protect the integrity of the NCCPA-issued credentials and of the process by which those credentials are earned and awarded. Certified or certifying PAs and PAs with the PA-C Emeritus designation:

- shall not engage in cheating or other dishonest behavior that violates exam security (including unauthorized reproducing, distributing, displaying, discussing, sharing or otherwise misusing test questions or any part of test questions) before, during or after an NCCPA examination.

- shall not engage in irregular behavior, as defined in the NCCPA’s Policies and Procedures for Disciplinary Matters.

- shall not employ deceptive means, including submitting to the NCCPA any document or testimony that contains a misstatement of fact or omits a fact to obtain, attempt to obtain or assist others in obtaining or maintaining an NCCPA credential.

- shall not manufacture, modify, reproduce, distribute or use a fraudulent or otherwise unauthorized NCCPA certificate.

- shall not falsely represent themselves in any way as a Physician Assistant-Certified (PA-C) designee a Certificate of Added Qualification (CAQ) recipient, or a PA-C Emeritus or otherwise use or assist others in using fraudulent credentials, as set forth in in the NCCPA’s Policies and Procedures for PA Disciplinary Matters.

- shall promptly inform NCCPA when possessing knowledge or evidence that raises a substantial question of cheating on or misuse of questions from an NCCPA examination, fraudulent use of an NCCPA card, certificate or other document or misrepresentation of NCCPA certification status by a physician assistant or any other individual.

Certified or certifying physician assistants shall comply with all applicable laws, regulations and standards, including but not limited to those governing professional practice. Certified or certifying physician assistants:

- shall respect appropriate professional boundaries in their interactions with patients and others.

- shall avoid behavior that would pose a threat or potential threat to the health, well-being or safety of patients apart from reasonable risks taken in the patient’s interest during the delivery of health care.

- shall not disclose patient confidential information, publicly disclose information about a patient that the PA learned as part of the PA’s practice, nor disparage any patient in a public setting, (including through social media) based on information observed or learned in the PA’s practice.

- shall recognize and understand their professional and personal limitations.
• shall practice without impairment from substance abuse and shall practice without impairment from cognitive deficiency or mental illness that, even with appropriate reasonable accommodation, adversely affects their practice.

• shall maintain and demonstrate the ability to engage in the practice of medicine within their chosen areas of practice safely and competently.

• shall behave in a manner that is lawful and ethical, and that upholds accepted standards of professional practice.

• must report to the NCCPA any adverse regulatory, legal or credentialing action within 30 days of (i) revocation, suspension, surrender, lapse, loss or denial of a license or credential to practice as a health care provider (including authorization to practice as an employee of the federal government or in a jurisdiction not requiring licensure) whether such adverse action is by decision, consent order, stipulation, or agreement.

• must report to NCCPA within 30 days convictions, guilty pleas or no contest pleas to felonies and certain misdemeanors, as described more fully in the Policies and Procedures for PA Disciplinary Matters.

PAs with the PA-C Emeritus designation shall not use the PA-C Emeritus designation in any clinical setting or in the context of any clinically-related interaction, including clinical volunteer service.

National Commission on Certification of Physician Assistants
12000 Findley Rd., Ste. 100, Johns Creek, GA 30097
Tel: 678.417.8100  Fax: 678.417.8135  www.nccpa.net
Adopted: November 2005
Last Revised: November 2015

Appearance and Dress

Students, faculty, and staff of the South University Richmond Physician Assistant program are required to place a high value on personal behavior and appearance, including attire. The highest standards for personal behavior and professional appearance is necessary to convey professionalism, facilitate trust and good communication with patients and colleagues, and show sensitivity to diverse cultural mores and attitudes. This section briefly describes standards for dress and appearance necessary to meet the service and safety objectives of placing patient comfort and welfare first, and the educational objectives of preparing the student to assume the role of a professional health care worker. Patient trust and confidence in the health care provider are essential to excellent care. The message communicated by the healthcare provider through his/her attire and appearance plays a fundamental role in establishing this trust and confidence. Students should consider the cultural sensitivities of their most socially conservative patients and families. PA students should present themselves in a manner that will demonstrate respect, inspire trust, and ensure patient comfort. Recent trends in clothing, body art, and body piercing, which may be personally attractive in some social situations, may not be accepted by some patients and should not be worn or displayed by PA students in the professional setting. Each student’s name tag must be worn during all clinical education experiences. It is required that students wear name tags at all times when on campus during their first didactic quarter. Professional dress is required at all PA classes and clinical activities. Students must realize from the outset that the public views them as representatives of the PA profession. Therefore, when contact with the public is anticipated, students must dress appropriately. In cases where inappropriate attire is worn, students may be dismissed until professional attire is displayed. The following standards of dress and appearance are to be observed while on campus, within clinical settings, and small group activities as outlined below.

On Campus and Classroom Settings:

Clothing must be clean and in good repair, allowing for freedom of movement without inappropriate exposure. Military fatigues or greens, shorts, T-shirts, hats, tank tops, ripped clothes, spaghetti straps, and exercise clothing are unacceptable. Clothing color, design, and cut must be conservative. Dress length must be appropriate for a dignified and professional appearance, allowing room for modest movement without indecent exposure. Shoes must be clean and polished. Open-toed shoes, sandals with open toes, bare feet, and some styles of clogs are not appropriate for the clinical setting. No flip-flops are permitted during the didactic or clinical phase.

Hair must be kept well-groomed, clean, and neat, of a natural human color and must be in a professional, conservative hairstyle. For efficient work, cleanliness, and patient comfort, fingernails should not extend beyond the end of the fingertip.

Makeup must be minimal and must be appropriate. Jewelry, because of professional appearance in the classroom setting,
must be kept to a minimum and must be of a conservative nature. No visible tattoos or body piercing other than those mentioned above will be allowed.

Students are allowed to wear South University scrubs on campus on the designated lab days for courses such as Anatomy and Physiology, Physical Assessment, Clinical Procedures Lab, and Clinical Medicine and Pharmacotherapeutics Lab.

There are multiple physical examination and skill activities taught during the program. In addition to educating students in their roles as practitioners, having students fill the role of patients during these activities helps them become more sensitive to the patient perspective. Furthermore, active participation and repetition reinforce learning. Therefore, the South University, Richmond PA program:

- Requires the participant of students as human subjects during selected courses.
- Expects its students to willingly participate in all aspects of physical exam and technical skills training in a professional and cooperative manner.

At various times, students will be required to wear clothing that will easily allow physical examination by another student. Examples of modestly appropriate attire include sports bras, exercise wear, and shorts. For any questions or concerns with this requirement, please contact the course director.

Due to fellow student comfort, good personal hygiene is to be maintained at all times. This includes regular bathing, use of deodorants/antiperspirants, and regular dental hygiene. Avoid distracting perfumes or colognes, odors due to smoking, and halitosis that may precipitate allergic responses or be sensitizing or disturbing.

On most Fridays, students are permitted to wear jeans in good repair with a polo or blouse. Ripped jeans and shorts are not permitted.

Clinical Settings (ALEs, Clinical Rotations or other clinical experiences):

A clean waist-length clinical jacket with name tag will be issued at the beginning of the second quarter. The lab coat is to be worn at all times in clinical and hospital settings. Clothing must be clean and in good repair, allowing for freedom of movement without inappropriate exposure. Blue jeans, shorts, t-shirts, sweatshirts, jean jackets, military fatigues or greens, hats, and exercise clothing are unacceptable. Clothing color, design, and cut must be conservative. Women must wear a dress, skirt or dress slacks, and blouse. No tank tops or spaghetti straps are permitted. Dress length must be appropriate for a dignified and professional appearance, allowing room for modest movement without indecent exposure. Men must wear slacks, dress shirt, and a tie (unless ties are specifically prohibited by the clinical site). Hospital scrubs are worn when in the operating room and only when specified otherwise. South University scrubs are often worn during labs, or if the supervisor gives specific permission. Unless otherwise instructed, South University scrubs may be worn during the evening shift in the Emergency Department under a lab coat. Dayshift Emergency Department clothing will be regular clinical attire unless otherwise instructed.

Shoes must be clean and polished. Athletic shoes are not appropriate unless approved with scrubs. Open-toed shoes, sandals of any type, bare feet, and some styles of clogs are not appropriate. Socks or stockings must be worn. Shoes must allow for quiet, rapid movement and long periods of standing. High heels are not appropriate in a clinical setting.

Hair must be kept well groomed, clean, neat, of a natural human color, and must be pulled back out of the way completely in a professional, conservative hairstyle. Facial hair should be well-groomed. For efficient work and cleanliness, fingernails should not extend beyond the end of the fingertip. Makeup must be minimal and must be appropriate. Jewelry, because of safety and sanitation issues, must be kept to a minimum. No visible tattoos or body piercings, other than those mentioned above will be allowed.

For patient and preceptor comfort, good personal hygiene is to be maintained at all times. This includes regular bathing, use of deodorants/antiperspirants, and regular dental hygiene. Avoid distracting perfumes or colognes, odors due to smoking, and halitosis that may precipitate allergic responses or be sensitizing or disturbing to patients or colleagues.

Special Situations

The program Dress Code as above applies at all times with the following modifications as delineated.
After Hours: Students are permitted to dress comfortably (scrubs or casual clothes) while studying in the South University Library on weekends and during the week after classes are completed for the day or after 6:00 p.m. Students are expected to maintain professionalism in their dress at these times.

These statements apply to all clinical and classroom settings unless otherwise allowed by the Director of Pre-Clinical Education or Director of Clinical Education. If a student is improperly dressed, he or she will not be permitted to attend class, use laboratory or library facilities, or continue at the worksite until appropriately attired. Failure to comply with the above policies may result in disciplinary procedures secondary to non-compliance with standards of professionalism.

Clinical Settings: In the event a clinical site has certain dress/attire requirements of personnel including students, students are expected to abide by all requirements of the clinical site.

Violations in the Dress Code may result in referral to the Student Progress Committee.

Academic Integrity Policy of South University Graduate Programs

Please refer to the South University Student Handbook.

Standards of Professionalism

One of South University Physician Assistant Program’s core tenets is that Physicians and PAs are called to the highest standards of honor and professional conduct. It is critical that our students understand this responsibility begins at the inception of medical education rather than upon receipt of degree, and they must uphold the following standards that serve as an embodiment of these beliefs. These standards are intended to promote an atmosphere of honesty, trust, and cooperation among the students, the faculty, their patients, and society. Students in the South University, Richmond Physician Assistant program are expected to demonstrate behavior that is considered appropriate for a career in medicine. Appropriate behavior includes, but is not in any way limited to honesty trustworthiness, professional demeanor, respect for the rights of others, personal accountability, and concern for the welfare of patients – all of which are outlined below. Violations of these Standards of Professionalism may result in referral to the Student Progress Committee.

Honesty – Being truthful in communication with others.

Trustworthiness – Maintaining the confidentiality of patient information; admitting errors and not intentionally misleading others or promoting self at the patient’s expense.

Professional Demeanor – Being thoughtful and professional when interacting with patients and their families; striving to maintain composure under pressures of fatigue, professional stress or personal problems; maintaining a neat and clean appearance and dress in attire that is reasonable and accepted as professional to the patient population served.

Respect for the rights of others – Interacting with professional, staff, and peer members of the healthcare team in a considerate manner and with a spirit of cooperation; acting with an egalitarian spirit toward all persons encountered in a professional capacity regardless of age, race, color, national origin, disability, religion, gender, sexual preference, gender identity, socioeconomic status, or veteran/Reserve/National Guard status; respecting the rights of patients and their families to be informed and share in patient care decisions; respecting patients’ modesty and privacy.

Personal accountability – Participating responsibly in patient care to the best of your ability and with appropriate supervision; undertaking clinical duties and persevering until they are complete; notifying the responsible person if something interferes with your ability to perform clinical tasks effectively.

Concern for the welfare of patients – Treating patients and their families with respect and dignity both in their presence and in discussions with others; discerning accurately when supervision or advice is needed and seeking these out before acting; recognizing when your ability to function effectively is compromised and asking for relief or help; not using alcohol or drugs in a way that could compromise patient care or your own performance; not engaging in romantic, sexual, or other nonprofessional relationships with a patient, even upon the apparent request of a patient, or with a preceptor.

Personal Aptitude for Medicine – Awarding a degree from the Physician Assistant program is predicated on the determination by the faculty that a student is suitable for the practice of medicine in terms of his/her personal characteristics and conduct as well as scholastic achievement.

Students in the South University, Richmond Physician Assistant program are participants in a professional training program whose graduates seek positions of high responsibility as providers of health care. Accordingly,
students are evaluated not only on their academic and clinical skills but also on their interpersonal skills, reliability, appearance and professional conduct. Deficiencies in any of these areas are brought to the student’s attention in the form of a written evaluation and may result in probation, suspension or dismissal from the program. Academic grades alone are not sufficient to warrant promotion to the next class, clinical phase, or graduation. The faculty reserves the right to dismiss any student when the student’s behavior is not in line with the standards of the medical profession or when the student’s presence in the Physician Assistant program is considered detrimental to the student in question, the other students in the school, or to society in general. The faculty will refer students whose professionalism has been questioned to the Student Progress Committee. Students in the program are expected to develop behaviors and habits expected of a professional physician assistant. The American Academy of Physician Assistants Guidelines for Ethical Conduct is a statement of the values and principles used to promote and maintain the high standards of behavior for physician assistants. Students must read, be familiar with, and follow these principles and values located on the American Academy of Physician Assistants website: http://www.aapa.org/workarea/downloadasset.aspx?id=815.

The primary purpose for upholding non-academic discipline in the South University, Richmond Physician Assistant program is to protect and preserve the quality of the educational environment in the campus community. This is founded upon the following expectations: 1. The South University, Richmond Physician Assistant program and the University at large requires high standards of courtesy, integrity, and responsibility in all of its members. 2. Each student is responsible for his/her own conduct. 3. Continuation as a student is conditional upon compliance with the requirements of student conduct expressed or implied in this Honor Code. The South University, Richmond Physician Assistant program reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community. The Dean of Student Affairs is charged with the welfare of all students. Accordingly, in emergency situations, this individual has full authority to deal with student conduct according to the exigencies of the emergency and for its duration. The program is not designed or equipped to rehabilitate students who do not abide by this Honor Code. It may be necessary to remove those students from the program and to sever the institution’s relationship with them as provided in this Honor Code. The Dean of Student Affairs is delegated responsibility pertaining to all student organizations and student government and has both the responsibility and authority to discipline such organizations whose members are students within the program.

Violations of Standards of Conduct or Professionalism

Violations of the program’s Standards of Conduct or Standards of Professionalism will be referred to the Student Progress Committee and may be referred to the appropriate University official. Any violations of University policy will be referred to the Dean of Students.

Resources Available to Students:

Guidance

Each student is assigned a small group advisor who serves as their faculty advisor soon after matriculation. Students are required to meet with their small group for advisement each quarter. Specific academic problems should first be discussed with the individual instructor who is directly involved in the concern. Career and job concerns can be addressed to the Director of Career Services. Additional counseling for personal issues is available through the office of the Dean of Student Affairs or the Talk One to One Student Assistance Program. Students who are experiencing academic, personal, or career problems are encouraged to schedule an appointment with the Dean of Student Affairs. Students are strongly encouraged to seek help early when experiencing difficulties because academic deficiencies, personal problems, or other issues can be detrimental to a student’s successful completion of the program. Faculty are encouraged to urge students to seek help for personal issues early. The University provides free access to the Talk One to One Student Assistance Program to all students. This service provides access by telephone to professional counseling services 24 hours per day/7 days per week. In the event that a student may need additional counseling beyond services offered by the University, the Dean of Student Affairs will help students with referrals to outside counseling services. Program faculty may not participate in mental health counseling or treatment of students.

Student Affairs

The Dean of Student Affairs is responsible for all aspects of student life outside of the classroom. This includes but is not limited to: bookstore services, campus security, career services, counseling, disability services, graduation, financial aid information, fire evacuation, medical procedures, orientation, tutoring, parking, student activities and clubs, student lounge and other common areas, veterans affairs, weather announcements, approval for advertisement and on-site fundraising activities, alcohol and drug information, and student discipline. Please see the South University Academic Catalog and South University Student Handbook for detailed information on each of the above topics.
Career Services

Students should seek the assistance of the Director of Career Services during or prior to their last quarter of enrollment. Information is available regarding resume/CV writing and job search strategies and techniques. The Director of Career services provides individualized job search assistance. Career workshops as well as theme weeks based on academic majors are held throughout the school year to aid students in their professional development. All programs are open to any student at no charge.

Professional Liability Insurance

Students in the program are covered by a malpractice policy that insures all employees and students at South University. This policy covers any liability risks that may be incurred by a student or instructor of the program. This also covers liability risks incurred by clinical preceptors or their employing institutions. For most PA students, this coverage meets their needs. Those wishing to extend their coverage may purchase a personal liability insurance policy through the American Academy of Physician Assistants (AAPA).

Library Services

The South University, Richmond campus library is located on the Richmond campus within the main building, and provides convenient access for the students before and after their classes. It encompasses approximately 2,300 square feet, most of which is dedicated to the main seating, welcome, and collection areas. Over 5,230 volumes and -print periodical collections are housed there. The main room provides seating and study tables for thirty-three (33) individuals, with four study carrels, nine computer workstations, and a group study room that can be reserved by students in 2 hour blocks. The library computer lab gives patrons a place to access to over 300,000 electronic books, 50,000 journals with over 350 million articles, 500 U.S. and International newspapers, and 3 million full-text dissertations. All on-line resources are available to students, faculty, and clinical preceptors on campus and via remote internet access. Besides Internet access, the computer workstations provide access to an office suite, tutorials and class support-software. Students may use their laptops anywhere on the premises since the library is wireless-capable. Students and faculty have access to interlibrary loan services at no additional charge. This requires students to complete and submit an interlibrary loan request form.

To assist students in retrieving the latest information, the library subscribes to over sixty periodicals in print format and several thousand full-text sources on-line. Duplicating services, interlibrary loan and tutorial services are also available in the library. The library provides access to the Internet, Microsoft Office Suite, and both general and subject-specific on-line databases.

ID/Library cards are made available within the first week of class. Valid cards are required to check out materials. If a card is lost, the student should report the loss to the bookstore as soon as possible. Most materials may be checked out for a two-week period. Students will be fined for overdue reserves or audiovisuals and charged a replacement fee for all materials that are not returned. Reference materials, pamphlets, vertical files, and periodicals are available for use in the library only. All items must be properly checked out at the circulation desk. Failure to comply is an infringement of library policy and the “Code of Conduct.” Students will be held responsible for the loss or damage of materials while in their possession and are subject to the library rules and regulations as outlined in the Library Policy and Procedure Manual.

Computer Labs

South University, Richmond makes available computer and network resources which may be used by the students, faculty and staff. These resources are intended to be used for educational purposes. The privilege of using computer and network resources is extended by the University to specific individuals and organizations and is not transferable. This privilege may be permanently revoked by the University if this policy is violated. The South University, Richmond Physician Assistant program makes available computer and networking resources, which periodically may be used during lecture and classroom experiences. Unless directly related to class material, students are prohibited from the use of internet during class time. All modes of internet access must be disconnected. Computers are only to be used to take notes. Internet access may be used prior to lectures to download or transfer files and during class breaks. Individuals should be aware that any information, files, or software which they store or transfer on the University’s computers or networks remains subject to the University’s control, and thus can be examined, confiscated, or deleted in the same manner as any school property. Users may not attach or load any school’s system with personal equipment or software. Individuals who make use of the network and computer resources must abide by this computer policy and by the policies, regulations, and guidelines of South University as specified in the Student Handbook.
Appendix A: Graduate Functions and Tasks

**Function: Perform essential clinical communication**

Upon completion of the program, graduates should be able to:

**Tasks:**

1. Demonstrate the ability to communicate effectively to educate the patient and family on various aspects of care by using a vocabulary that is familiar to both including:
   a. Diagnosis
   b. Lab and other diagnostic studies
   c. Pharmacologic treatments
   d. Clinical procedures and surgeries
   e. Follow-up
   f. Prognosis
   g. Health Maintenance and Prevention
2. Demonstrate the communication skills necessary to elicit an accurate differential diagnosis.
3. Demonstrate the ability to interpret body language and other non-verbal cues during a patient encounter.
4. Demonstrate the traits of respect, genuineness, and empathy.
5. Give emotional support to patient and family.
6. Present to the physician a brief synopsis of the patient’s current illness, pertinent positive and negative findings, and the diagnostic and therapeutic regimen instituted or proposed.
7. Create and maintain healthy professional and peer relationships with adequate support and supervision.
8. Be able to educate patient and family on durable power of attorney, advance directives, and end of life care issues.
9. Recognize the importance of patient education in effecting change in the health status of both in individuals and groups.
10. Formulate an initial problem list and maintain ongoing problem lists.
11. Write orders in a logical and organized fashion.
12. Fill out routine request forms for diagnostic studies.
13. Write clear, concise, and relevant progress notes in a problem oriented format.
14. Write requests for consults and/or referrals in the proper format.
15. Write appropriate interval notes and a discharge summary.

**Function: Perform complete and problem focused patient histories**

Upon completion of the program, graduates should be able to:

**Tasks:**

1. Establish the patient’s major problem(s) establishing a “chief complaint”.
2. Acquire a history of present illness to include the setting, chronology, quality, quantity, alleviating/aggravating factors, bodily location, and onset of symptoms.
3. Obtain a history of allergies, transfusion reactions, and reactions to medications and other substances.
4. Procure a social history to include relationships, substance use, spirituality, diet, exercise, and sexual history.

5. Elicit a past medical history to include past health, surgeries, hospitalizations, injuries, and childhood illnesses.


7. Obtain the family history with attention to familial predisposition to disease and exposure to illness.

8. Acquire specific information with the use of direct questions, yes/no questions, probing questions, and laundry list formats.

9. Obtain a brief but pertinent history from patient, friend or family in an emergency situation. Utilize the general concept of triage in an individualized fashion.

10. Open an interview topic with use of facilitation, open-ended questions, and bridging phrases.

11. Focus on interview topics (as needed) through confrontation, reflection, probing, interpretation, and summation.

12. Assist the patient’s narrative with appropriate use of support and reassurance, empathy, confrontation, reflection interpretation, silence, modified laundry list, and touch.

13. Develop specific strategies in dealing with the following types of patients:
   a. Suicidal patients
   b. Dysphasic patients
   c. Non-English speaking patients
   d. Patients who are hearing impaired
   e. Manipulative patients
   f. Fearful patients
   g. Uncooperative patients
   h. Depressed patients
   i. Mentally ill patients

14. Close the interview in a proper fashion.

**Function: Perform complete and problem focused physical examinations**

Upon completion of the program, graduates should be able to:

**Tasks:**

1. Gain the patient’s confidence and provide reassurance about the examination.

2. Demonstrate the use of instruments for the physical examination to include the following tools:
   a. Blood pressure cuff (manual and automated)
   b. Pulse oximeter
   c. Thermometers (oral, rectal, otic and temporal)
   d. Visual screening charts (literate/illiterate)
   e. Pen light
   f. Ophthalmoscope
   g. Otoscope
   h. Ear/nasal speculum
   i. Tongue depressor
   j. Stethoscope
   k. Tuning forks
   l. Cotton wisp
   m. Reflex hammer
   n. Cotton tipped applicators
   o. Gloves and lubricant
   p. Vaginal speculum
   q. Microscope
   r. Tape measure
3. Perform a complete physical examination in a logical and ordered fashion.

4. Perform an appropriate limited exam pertaining to progression, regression, and stability of chronic illness.

5. Perform a pertinent but cursory examination on a patient in an emergency situation.

6. Perform a focused problem-oriented examination on a patient with an acute illness. This will include selection of various components (by system) of a complete exam to perform for signs of a particular disease based on knowledge of history and the presentation of symptoms.

7. Modify the physical examination according to the needs of a particular patient.

8. Identify normal and abnormal physical findings based on patient's age, sex, and race.


**Function: Formulate logical differential diagnoses**

Upon completion of the program, graduates should be able to:

**Tasks:**

1. Demonstrate ability to organize and integrate data from the medical history, physical examination, and diagnostic studies.

2. Identify the most common medical problems by system and their modes of presentation.

3. Develop a thorough differential diagnosis and diagnostic impression at each stage of data collection.

4. Demonstrate sound critical thinking and medical judgment in formulating a differential diagnosis and reaching a diagnostic impression.

5. Demonstrate the skills necessary to accurately record and present data in a manner appropriate to the clinical setting.

**Function: Select and interpret diagnostic studies**

Upon completion of the program, graduates should be able to:

**Tasks:**

1. Assess the patient’s symptoms and identify those studies procedures indicated to assist with determining a diagnosis.

2. Employ the proper sterile techniques appropriate to the procedure(s) performed.

3. Exercise precautions to prevent complications of diagnostic procedures performed or ordered.

4. Know the names of and indications for use of the routine hematological, chemical, bacteriological, and cytological tests.

5. Know serial tests utilized to monitor a patient's condition and/or effectiveness of therapy.

6. Know methods, indications, contraindications, and complications of the diagnostic procedures performed or ordered.

7. Recognize the signs and symptoms of complications of diagnostic procedures performed or ordered.

8. Recognize normal findings of other diagnostic labs and procedures and the systems with which they are most associated.
9. Know the diseases with which abnormal findings are most often associated.

10. Understand the principles of routine specimen collection:
    a. Urine - sterile and non-sterile
    b. Blood - venous and arterial
    c. Sputum – sterile and non-sterile
    d. Bacteriological samples
    e. Stool

11. Perform basic laboratory tests:
    a. Urinalysis
    b. Complete blood cell count
    c. Rapid strep test
    d. Fluorescein stain
    e. Wet prep
    f. KOH prep
    g. Gram stain
    h. Blood glucose (finger stick)

12. Perform and interpret a 12 lead electrocardiogram (ECG) or rhythm strip: Recognize normal sinus rhythm and major dysrhythmias; determine rate and calculate intervals; identify acute coronary events, blocks, hypertrophy; and recognize common manifestations of electrolyte abnormalities.

13. Determine the most appropriate situations in which to order imaging studies to diagnose or follow a patient's condition(s) including:
    a. Radiographs
    b. Ultrasound/Echocardiography
    c. CT
    d. MRI
    e. Nuclear Imaging

14. Make preliminary assessment of routine radiographic studies and CT scans including those of the:
    a. Chest
    b. Gastrointestinal (GI) tract
    c. Extremities
    d. Kidneys, Ureters, and Bladder

15. Know routine preparation for radiographic studies in regard to diet, bowel preparation, labs, and post-study care.

16. Obtain Pap smear, collect vaginal or urethral cultures, and prepare slides for detection of genitourinary pathogens.

17. Know patient preparation, indications, contraindications, and complications of the following procedures:
    a. Upper endoscopy (EGD)
    b. Sigmoidoscopy
    c. Colonoscopy
    d. Pericardiocentesis
    e. Thoracentesis
    f. Bronchoscopy
    g. Pulmonary function tests
    h. Lumbar puncture
    i. Paracentesis
    j. Excisional biopsy
    k. Punch/shave biopsy
    l. Arthrocentesis

Function: Select appropriate clinical interventions and pharmaceutical therapeutics

Upon completion of the program, graduates should be able to:

Tasks:
1. Collect and assemble the proper equipment for, and correctly administer intravenous (IV) infusions to include familiarity with the technique of performing a peripherally inserted central catheter (PICC) and indications for ordering PICC placement.

2. Administer injections by a variety of routes including intradermal, subcutaneous, intramuscular, and intravenous.

3. Perform venous punctures and understand the technique involved with arterial blood sampling.

4. Calculate an accurate infusion rate.

5. Correctly insert a nasogastric tube.

6. Catheterize the urinary bladder of both male and female patients.

7. Perform a variety of methods of skin closure including:
   a. Simple interrupted suture
   b. Continuous suture
   c. Interrupted mattress suture
   d. Continuous mattress suture
   e. Subcutaneous closure
   f. Wound stapling
   g. Steri-Strips
   h. Skin adhesive

8. Demonstrate basic splinting skills.

9. Identify materials available and necessary for splinting and problems/complications that may develop in splinted/casted patients.

10. Know the various blood products utilized in treatment of patients and know the indications and complications of their use, including:
    a. Whole blood
    b. Packed red cell
    c. Platelets
    d. Cryoprecipitate
    e. Fresh frozen plasma (FFP)
    f. Clotting factors

11. Identify the composition of and indications for the various IV fluid replacement solutions including:
    a. Dextrose 5%
    b. Ringer’s Lactate
    c. Normal Saline
    d. Hypotonic and hypertonic saline

12. Relationships between serum electrolytes and IV therapy and the need to adjust therapy based on lab results and physical signs or symptoms.

13. Appropriately utilize techniques of Basic Life Support (BLS).


15. Initiate appropriate homeostasis in patients with hemorrhage to include:
    a. Direct pressure
    b. Compression dressing
    c. Elevation
    d. Pressure points

16. Apply knowledge of the following principles of medications to the judicious use of agents within all common pharmaceutical classes:
    a. Pharmacology
Function: Display essential characteristics of professionalism
Upon completion of the program, graduates should be able to:

Tasks:

1. Understand legal and regulatory requirements placed on PAs by various legislative and credentialing entities.
2. Demonstrate commitment to work within the role of the physician assistant in the clinical setting.
3. Recognize and respond appropriately to the needs of patients served.
4. Demonstrate the objectivity necessary to permit logical perspective, assessment, and solution of the health problem.
5. Consistently demonstrate respect, compassion and integrity.
6. Recognize limitations and seek assistance when appropriate.
7. Exhibit flexibility.
8. Demonstrate commitment to ongoing professional development.
9. Possess the ability to establish and maintain appropriate boundaries with faculty, supervisors, and patients.
10. Relate well to fellow members of the healthcare team, patients and patient families.
11. Respect diversity of race, gender, religion, sexual orientation, age, disability or socioeconomic status of all individuals.
12. Maintain standards of professionalism in dress, language, and conflict resolution.
13. Demonstrate commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
14. Respect the patient’s right to information regarding:
   a. Treatment options
   b. Health care costs
   c. Current health status, prognosis
   d. Individuality and privacy
15. Communicate their personal philosophy of health care including one's own definition of, perceived role in, and goals regarding health care.

Function: Obtain and utilize biomedical information
Upon completion of the program, graduates should be able to:

Tasks:

1. Know the common types of studies used in biomedical research and understand the appropriate use of
the various study designs.

2. Comprehend and apply the epidemiological and statistical results to current medical practice.

3. Identify and utilize appropriate resources for biomedical information.

4. Identify the presence of bias in biomedical research.

5. Apply biomedical research findings to current practice.
Appendix B: Recorded Policy Agreement

You have been permitted to tape or digitally record class lectures for your personal study only. Lectures taped for this purpose may not be shared with other people without the consent of the lecturer. Information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to that person.

In order to maintain the integrity of the services offered and to honor copyright law, I certify and agree as follows:

I agree to abide by the following rules for obtaining and using recorded course materials:

- I will not copy or reproduce the educational material (recordings) being provided nor allow anyone else to do so.
- I will not allow anyone else to use the educational material (recordings).
- Violation of this Agreement may be considered a violation of the Student Code of Conduct and may result in penalties including suspension and expulsion. Violations may also constitute a violation of federal and/or state laws and may result in civil or criminal prosecution, payment of fines or other moneys to the copyright holder, and/or incarceration.

I, the undersigned student, understand the rules listed above and will comply.

Student Signature __________________________________ Date ______________________

Program Director Signature ________________________________________________
Appendix C: Physician Assistant Program Infection Control

Policy:

The objective of the following guidelines is to prevent the spread of infection and avoid exposure to blood and body fluid pathogens.

General:

It is the policy of the South University, Richmond, Physician Assistant program to follow the guidelines and recommendations made by the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) regarding STANDARD PRECAUTIONS. Before beginning any clinical education experience through the South University, Richmond Physician Assistant program, students must receive training regarding CDC STANDARD PRECAUTIONS.

Standard Precautions

Standard Precautions combine the major features of Universal Precautions and Body Substance Isolation and are based on the principle that all blood, body fluids, secretions, excretions, non-intact skin, and mucous membranes may contain transmissible infectious agents.

Standard Precautions include a group of infection prevention practices that apply to all patients, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered. These practices include:

1. Hand hygiene
2. The use of personal protective equipment (PPE)

In addition to Standard Precautions, students will receive training in the three categories of Transmission-Based Precautions:

1. Contact Precautions
2. Droplet Precautions
3. Airborne Precautions

Transmission-Based Precautions are used when the route(s) of transmission is (are) not completely interrupted using Standard Precautions alone.

Students may access details of this information at any time at the following website:

Exposure to Blood Borne Pathogens

Strict adherence to STANDARD PRECAUTIONS and other infection control measures should prevent a student’s exposure to blood borne pathogens. Should a student sustain a possible exposure (including a needle stick injury) to blood borne pathogens during a clinical training experience, the student is responsible for immediately notifying their supervisor, instructor, preceptor, or department manager. The student should then follow the steps outlined in the section titled “Post-Exposure Procedure” and “Student Injuries or Exposures”. Exposure is defined as a demonstrated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials.

THE FOLLOWING PROCEDURE SHOULD BE INITIATED AND FOLLOWED AFTER AN EXPOSURE:

Post-Exposure Procedure:

1. **Aggressive local wound care** to the site of exposure should be initiated immediately. Percutaneous wounds should be expressed to promote bleeding. The site should be cleansed thoroughly with soap and water using a surgical hand brush when possible. It may be beneficial to use an antiseptic such as chlorhexidine gluconate...
(Foam Carer CHG), an iodophor (EZ Scrub, Betadine), or Dakins solution (dilute 1:9 buffered sodium hypochlorite). Difficult to scrub areas should be soaked in chlorhexidine gluconate (Foam Carer CHG) or other antiseptic. Non-intact skin should be cleansed with soap and water. It may be beneficial to use an antiseptic as described above. Mucous membrane exposures (e.g., eye splashes) should be irrigated thoroughly with tap water using the nearest eye washing station (or faucet if none available).

2. **The incident should be reported immediately** to the student’s supervisor, instructor, preceptor, or department manager.

3. **Post Exposure Prophylaxis protocol should be initiated.** The student may access the post exposure hotline by the following methods:


   OR

   - **PEP line: The National Clinicians’ Post-Exposure Prophylaxis Hotline**
     - **Phone:** 1-888-448-4911
     - **Hours:** 24 hours / 7 days a week

4. **Access to emergency health care is recommended,** and the student is urged to become informed about current PEP guidelines in order to receive most effective treatment within the recommended time frame.

5. Finally, the student must notify the Director of Clinical Education or if unavailable, the Clinical Administrative Coordinator or Program Director. In addition, the South University, Richmond Physician Assistant program incident form must be completed and sent to the program.

**Student Injuries**

Incidents involving an injury to a student (such as a fall, or other accidental injury) during a clinical education experience will follow a similar protocol.

1. The injury should be reported to the student’s supervisor, instructor, preceptor, or department manager.

2. Students should report to the nearest Emergency Room for treatment.

3. The program should be notified as soon as it is possible to do so. The student must notify the Program Director or if unavailable, the Director of Clinical Medicine or if unavailable, the Clinical Coordinator. In addition, the South University, Richmond Physician Assistant program incident form must be completed and sent to the South University, Richmond Physician Assistant program.

If a potentially infectious exposure occurs, do not allow feelings of embarrassment, a large workload, or misplaced peer pressures to prevent you from reporting the event immediately. Needle sticks and other exposures can be life-threatening. Responsible health care providers recognize that unintentional injuries and occupational exposures may occur and must be evaluated by competent, objective, and experienced medical professionals.

**IMPORTANT:**

All charges incurred by PA students for physician visits, labs or x-ray studies, and prescribed medications related to an injury, needle stick; blood or body fluid exposures are the student’s responsibility. **Students must maintain health insurance throughout their educational experience at the South University, Richmond Physician Assistant program.** All medical or health care services (emergency or otherwise) that the student receives or requires are the student’s responsibility and are at the student’s expense.
Appendix D: South University Physician Assistant Program Incident Form

Student Name:  
Incident Date: _______________  Time: ______________ AM/PM
Location of Incident:  
Nature of Incident:  
Incident Cause:  

Give brief description of incident, including predominating and contributing causes as well as actions taken following the incident:

State corrective action taken to prevent recurrence. Indicate if further investigation is warranted.

Did you seek medical care?  □ Yes  □ No

Date/Time/Method Program Was Notified: __________________________________________________________

Date/Time of Report to preceptor/clinical department manager: _______________________________

Name of Faculty/Advisor reviewing the report: ______________________________________________

Signature of Injured Student: ________________________________________________________________
Appendix E: Professionalism Assessment

The following professionalism standards are reviewed by the Physician Assistant Program’s Student Progress Committee and instructional faculty quarterly:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unprofessional</th>
<th>Participating</th>
<th>Professional</th>
<th>Highly Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point Values</strong></td>
<td>0-3</td>
<td>4-6</td>
<td>7-9</td>
<td>10</td>
</tr>
<tr>
<td><strong>Personal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Awareness/ Self-Reflection</td>
<td>Does not recognize limitations and seek assistance when appropriate. Does not exhibit flexibility. Does not show some commitment to ongoing professional development.</td>
<td>Rarely recognizes limitations and seeks assistance when appropriate. Rarely exhibits flexibility. Rarely shows some commitment to ongoing professional development.</td>
<td>Often recognizes limitations and seeks assistance when appropriate. Often exhibits flexibility. Shows some commitment to ongoing professional development.</td>
<td>Consistently recognizes limitations and seeks assistance when appropriate. Exhibits flexibility is committed to ongoing professional Development.</td>
</tr>
<tr>
<td>Ethical Behavior</td>
<td>Does not adhere to the PA program and University academic policies regarding dishonest practices. Does not maintain confidentiality standards. Does not uphold the ethical principles of the PA profession. Upholds University and Program rules, policies, laws, and conduct codes. Engages in plagiarism, cheating, manipulating or falsehoods. Evidence of substance abuse. Does not comply with applicable laws and regulations.</td>
<td>Sometimes adheres to the PA program and University academic policies regarding dishonest practices. Rarely maintains confidentiality standards. Sometimes upholds the ethical principles of the PA profession. Upholds University and Program rules, policies, laws, and conduct codes. Sometimes engages in plagiarism, cheating, manipulating or falsehoods. No evidence of substance abuse. Complies with applicable laws and regulations.</td>
<td>Adheres to the PA program and University academic policies regarding dishonest practices. Maintains confidentiality standards. Upholds the ethical principles of the PA profession. Upholds University and Program rules, policies, laws, and conduct codes. Does not engage in plagiarism, cheating, manipulating or falsehoods. No evidence of substance abuse. Complies with applicable laws and regulations.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>Appearance</td>
<td>Does not maintain professional appearance in all settings.</td>
<td>Sometimes maintains professional appearance in all settings.</td>
<td>Maintains professional appearance in all settings.</td>
<td></td>
</tr>
<tr>
<td>Demeanor/ Respect</td>
<td>Shows negative behavior. Has been asked to leave class due to behavior that distracts others. Disrespectful towards peers, educators, administrators, and the learning environment both in and out of class.</td>
<td>Rarely shows negative behavior. Recurring behavior that distracts others. Not consistently respectful towards peers, educators, administrators and the learning environment both in and out of class.</td>
<td>Shows positive, proactive behavior. Exhibits behavior that distracts others once or twice during the quarter. Almost always respectful towards peers, educators, administrators and the learning environment both in and out of class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Consistently shows positive, proactive behavior. Careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class, or wearing inappropriate attire) Respectful towards peers, educators, administrators and the learning environment both in and out of class.</td>
<td></td>
</tr>
<tr>
<td>Reliability</td>
<td>Late to class more than once per week and/or does not regularly attend class.</td>
<td>Late to class more than once every month and regularly attends class. Misses two deadlines.</td>
<td>Rarely misses a class. No unexcused absences. Generally takes responsibility for material and work missed. No more than one deadline missed.</td>
<td>Always arrives on time and stays for the entire class regularly attends class; All absences are excused; Always takes responsibility for work missed. No deadlines missed.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Academic Preparedness</td>
<td>Never participates in class. No evidence of preparation when called upon. Cannot answer questions in depth or refer to readings. Makes comments that are irrelevant.</td>
<td>Rarely participates in class. Contributions reflect adequate or less than satisfactory preparation and are occasionally substantive, somewhat substantiated and occasionally persuasive. When called upon, often cannot answer questions in depth or refer to the readings. May dominate discussion with irrelevant comments.</td>
<td>Regularly participates in class discussions. Contributions reflect good preparation and are generally substantive, fairly well substantiated, and moderately persuasive. When called upon, can usually answer questions and refer to readings. Occasionally dominates discussion.</td>
<td>Almost always participates in class discussions. Contributions in class reflect exceptional preparation and are always substantive, well supported, and persuasively presented. Shares in class but does not dominate the discussion.</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>Submits work which does not meet basic standards of competence and skill.</td>
<td>Submits work which rarely meets basic standards of competence and skill.</td>
<td>Submits work which meets basic standards of competence and skill.</td>
<td>Submits work which meets highest standards of competence and skill.</td>
</tr>
<tr>
<td>Interpersonal Effectiveness/ Collaboration</td>
<td>Lacks timeliness in completing assigned work. Does not provide any meaningful contribution to group work. Does not possess ability to establish and maintain appropriate boundaries with faculty, preceptors, and patients. Does not relate well to fellow students and/or patients in a learning environment.</td>
<td>Provides minimal contribution to the team without genuine effort. Possesses some ability to establish and maintain appropriate boundaries with faculty, preceptors, and patients. Does not always relate well to fellow students and/or patients in a learning environment.</td>
<td>Makes contributions showing effective team work in a timely manner with a moderate effort to show competent skills in the function of the team</td>
<td>Makes obvious and significant contributions on projects in terms of timeliness in completing assigned work, making genuine effort to work effectively with others and providing valuable, creative, competent skills to the team Often takes a leadership role</td>
</tr>
<tr>
<td>Communication</td>
<td>Is not able to effectively relate to patients, peers and colleagues. Does not maintain composure during adverse interactions or situations. Does not communicate at a level that is appropriate for a given audience. Does not demonstrate cooperation and collaboration, works well with authority figures, classmates and patients.</td>
<td>Rarely shows ability to effectively relate to patients, peers and colleagues. Rarely maintains composure during adverse interactions or situations. Rarely communicates at a level that is appropriate for a given audience. Rarely demonstrates cooperation and collaboration, works well with authority figures, classmates and patients.</td>
<td>Often able to effectively relate to patients, peers and colleagues. Generally maintains composure during adverse interactions or situations. Communicates at a level that is appropriate for a given audience. Often demonstrates cooperation and collaboration, works well with authority figures, classmates and patients. Possesses ability to establish and maintain appropriate boundaries with faculty, preceptors, and patients. Relates well to fellow students and patients in a learning environment.</td>
<td>Able to effectively relate to patients, peers and colleagues. Maintains composure during adverse interactions or situations. Communicates at a level that is appropriate for a given audience. Demonstrates cooperation and collaboration, works well with authority figures, classmates and patients. Possesses the ability to establish and maintain appropriate boundaries with faculty, preceptors, and patients. Consistently relates well to fellow students and patients in a learning environment.</td>
</tr>
</tbody>
</table>
Appendix F: Remediation Improvement Contract

Student Name: __________________________ Course Title: __________________________

Date: ______________ Course Director: __________________________ Grade: ______________

Remediation Content: ____________________________________________________________

1. Areas of difficulty/Student comments after reviewing Test Report:

☐ Carelessness  ☐ Material Unfamiliar (Book/Lecture)  ☐ Misread/Misinterpreted

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

☐ Student reviewed and understands errors made.

2. Plan of Action (Objectives):

☐ Academic Success Center Referral

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Student Signature: __________________________ Date: __________________________

Course Director Signature: __________________________ Date: __________________________

3. Remediation Improvement Contract Objectives Achieved:

☐ Reassessment completed/ Objectives achieved

☐ Reassessment not completed/ Objectives not achieved

Reassessment Format:

☐ Oral question answer session  ☐ Written exam  ☐ Written paper

☐ Written responses to selected examination questions

☐ OSCE/clinical or technical skills examination

Reassessment Date: ______________ Reassessment Final Score: ______________
Comments:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

If not achieved, please state why:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Student Signature: _________________________   Date: _________________________
Course Director Signature: _______________________  Date: _________________
Appendix G: Performance Improvement Plan

Student Name: _____________________________________________________

Form Completed by: ______________________________ Date: __/__/____

Rationale for Entering Student in Performance Improvement Plan:

Description of the Performance Improvement Plan (Must include timeline):

Results:

Acknowledgement of Performance Improvement Plan:

I acknowledge understanding of and agree to the Performance Improvement Plan as set forth above.

Student: _______________________________________________________

Successful Performance Improvement Plan Completion Verification:

Course Instructor: ___________________________ Advisor:

Program Director: ___________________________ Date: __/__/____
Appendix H: Learning Outcomes for the Clinical Year

Medical Knowledge

Upon completion of the assigned medical discipline supervised clinical practice experience (SCPE), clinical-phase PA students will be able to:

- MK1. Demonstrate an understanding for the medical, behavioral, and social knowledge necessary to care for patient scenarios representative of the common conditions in the selected area of medicine.

Upon completion of the supervised clinical practice experience (SCPE), clinical-phase PA students will be able to perform the following outcomes when caring for patients across a lifespan (i.e. infants, children, adolescents, adults, elderly) seeking acute, chronic, emergent, or preventative care:

Interpersonal Skills and Communication

- IPSC1. Develop an accurate medical history from patients across a lifespan (i.e. infants, children, adolescents, adults, elderly) seeking acute, preventative, chronic, or emergent care.
- IPSC2. Demonstrate the ability to perform a detailed physical exam relevant to the medical history on patients across a lifespan (i.e. infants, children, adolescents, adults, elderly) seeking acute, preventative, chronic, or emergent care.
- IPSC3. Prepare proper documentation of a clinical encounter in the patient record.
- IPSC4. Construct and provide a plan to educate patients (i.e. infants, children, adolescents, adults, elderly) effectively that encompasses verbal, non-verbal, and written forms of information to the patient and their care team.
- IPSC5. Create an oral presentation of a clinical encounter.
- IPSC6. Utilize effective patient sign-out to transition care responsibly.

Clinical Reasoning and Problem-Solving Skills

- CRPS1. Formulate a differential diagnosis following a clinical encounter with patients across a lifespan (i.e. infants, children, adolescents, adults, elderly) seeking acute, preventative, chronic, or emergent care.
- CRPS2. Select and interpret appropriate diagnostic studies to assist in the evaluation and treatment of patients across a lifespan (i.e. infants, children, adolescents, adults, elderly) seeking acute, chronic, preventative, or emergent care.
- CRPS3. Develop and implement an appropriate therapeutic management plan, either pharmacological or non-pharmacological, based on the patient’s acuity of care (acute, preventative, chronic, or emergent), age, medical history, physical exam, and diagnostic study findings.
- CRPS4. Recognize a patient requiring urgent (acute) or emergent care, and initiate evaluation and management.
- CRPS5. Make informed decisions about the care of patients consistent with up-to-date scientific evidence, patient preferences, and sound clinical judgment.
Clinical and Technical Skills

- **CTS1.** Demonstrate the ability to obtain informed consent and perform clinical procedures common to the selected area of medicine, which may include venipuncture, arterial blood draws, IV placement, suturing, splinting, strep screening, urinalysis, urinary bladder catheterization, pelvic exams, digital rectal exam (fecal occult blood test), and interpretation of diagnostic and lab studies (including EKGs and radiographs).

Professionalism

- **PROF1.** Demonstrate professionalism with high ethical principles, sensitivity, and responsiveness to all patients, their care teams, and members of the healthcare team.
Appendix I: Participation of Students as Human Subjects Form

There are multiple physical examination and skill activities taught during the program. In addition to educating students in their roles as practitioners, having students fill the role of patients during these activities helps them become more sensitive to the patient perspective. Furthermore, active participation and repetition reinforce learning. Therefore, the South University Richmond PA program:

- Requires the participant of students as human subjects during selected courses.
- Expects its students to willingly participate in all aspects of physical exam and technical skills training in a professional and cooperative manner.

At various times, students will be required to wear clothing that will easily allow physical examination by another student. Examples of modestly appropriate attire include sports bras, exercise wear, and shorts.

For any questions or concerns with this policy, please contact the course director.

I hereby signify that I have read and understand this policy and am willing to participate as a human subject as described.

Student Signature:_______________________ Date:_________________

________________________________________________________
Print Legibly Student’s Full Name
Appendix J: South University Physician Assistant Program

Student Handbook Acknowledgement

I, ________________________________, have read the information contained within the South University, Richmond Physician Assistant Program Student Handbook. I understand my obligation to successfully complete all didactic requirements in the outlined time frame.

I fully understand this information and hereby agree to abide by the Physician Assistant program policies and procedures contained within the South University Physician Assistant program Student Handbook. Additionally, I agree to abide by all rules and regulations as set forth in the South University catalog and in the South University Physician Assistant program Clinical Policy Manual.

I understand the outlined requirements including clinical learning outcomes for graduation from the South University Master of Science in Physician Assistant program. The South University Physician Assistant program reserves the right to modify curriculum requirements as necessary to ensure the academic integrity of its program. Students will be notified of any changes in curriculum or program requirements prior to implementation in accordance with ARC-PA standards.

Student Signature: _______________________________ Date: __________

Printed Name: _________________________________
Appendix K: ARC-PA Standards of Accreditation

A3.01 Program policies must apply to all students, principal faculty and the program director regardless of location.

ANNOTATION: A signed clinical affiliation agreement or memorandum of understanding may specify that certain program policies will be superseded by those at the clinical site.

A3.02 The program must inform students of program policies and practices.

A3.03 Students must not be required to provide or solicit clinical sites or preceptors. The program must coordinate clinical sites and preceptors for program required rotations.

ANNOTATION: Coordinating clinical practice experiences involves identifying, contacting and evaluating sites and preceptors for suitability as a required or elective rotation experience. Students may make suggestions to principal faculty for sites and preceptors but are not required to do so. Student suggested sites and preceptors are to be reviewed, evaluated and approved for educational suitability by the program.

A3.04 PA students must not be required to work for the program.

A3.05 Students must not substitute for or function as instructional faculty.

ANNOTATION: Students with specific prior knowledge, experiences and skills may assist faculty in didactic and laboratory sessions to share their knowledge and skills. Students are not to be the primary instructor or instructor of record for any component of the curriculum.

A3.06 Students must not substitute for clinical staff during supervised clinical practical experiences.

A3.07 The program must have and implement a policy on immunization of students and such policy must be based on current Centers for Disease Control (CDC) recommendations for health professionals.

ANNOTATION: Programs offering rotations at international sites are expected to have policies that include information on CDC recommendations for international travel.

A3.08 The program must inform students of written policies addressing student exposure to infectious and environmental hazards before students undertake any educational activities that would place them at risk.

ANNOTATION: Policies related to infectious and environmental hazards are expected to address methods of prevention; procedures for care and treatment after exposure, including definition of financial responsibility; and the effects of infectious and environmental disease or disability on student learning activities.

A3.09 Principal faculty, the program director and the medical director must not participate as health care providers for students in the program, except in an emergency situation.

A3.10 The program must have written policies that provide for timely access and/or referral of students to services addressing personal issues which may impact their progress in the PA program.

A3.11 The program must define, publish and make readily available to faculty and students policies and procedures for processing student grievances and allegations of harassment.

A3.14 The program must define, publish and make readily available to enrolled and prospective students general program information to include:

a) the program’s ARC-PA accreditation status,

ANNOTATION: The program is expected to post on its web site the accreditation status statement provided the program by the ARC-PA.

b) the success of the program in achieving its goals.
c) first time PANCE rates for the five most recent graduating classes,

**ANNOTATION:** The program is expected to publish on its web site the PANCE performance data of its graduates by publishing the NCCPA PANCE Pass Rate Summary Report, as provided by the NCCPA through its program portal, of the most recent five-year first time graduate performance. The program is expected to update this performance data in a timely manner. The program may supplement this information with concise and factually accurate evidence of the soundness of its operation and its overall effectiveness in meeting its mission. Examples of information may include graduation rates, job placement rates and attrition rates.

d) all required curricular components,
e) academic credit offered by the program,
f) estimates of all costs (tuition, fees, etc.) related to the program,
g) policies and procedures for refunds of tuition and fees and
h) policies about student employment while enrolled in the program.

**ANNOTATION:** The program may supplement the above general program information with concise and factually accurate evidence of the soundness of its operation and its overall effectiveness in meeting its mission. Examples of information may include graduation rates, job placement rates and attrition rates.

A3.17 The program must define, publish and make readily available to students upon admission academic performance and progression information to include:

a) any required academic standards,
b) completion deadlines/requirements related to curricular components,
c) requirements for progression in and completion of the program,
d) policies and procedures for processing student grievances,
e) policies and procedures for withdrawal and dismissal,
f) policies and procedures for remediation and deceleration and
g) policies and procedures for processing allegations of harassment.

A3.20 PA students must not have access to the academic records or other confidential information of other students or faculty.

A3.21 Student health records are confidential and must not be accessible to or reviewed by program, principal or instructional faculty or staff except for immunization and tuberculosis screening results which may be maintained and released with written permission from the student.

**ANNOTATION:** The ARC-PA does not consider needle stick/sharp reports, results of drug screening, or criminal background checks, a part of the health record.
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