



**PHYSICIAN ASSISTANT PROGRAM**

**STUDENT HANDBOOK**

**Tampa Campus**  
**Revised 09-20-11**

See [suprograms.info](http://suprograms.info) for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info.

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### STUDENT HANDBOOK NOTICE REGARDING POLICIES

South University reserves the right to change the policies contained within this student handbook. Notice is not required for a new policy to take effect, however the South University-Tampa Physician Assistant Program will make reasonable attempts to notify students promptly of any policy changes through website or email postings, mail distributions or other methods deemed appropriate by the college administration.

## **I. 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 Physician Assistant Program. Please read this handbook carefully as its contents govern your enrollment in South University Physician Assistant Program. Additionally, this handbook contains information that is not only helpful to you as a student, but contains information about the physician assistant (PA) profession and its professional organizations. Periodically, additional policies and/or procedures may be established or changes made in the South University 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 Small Group Leader if you have any questions.

## II. SOUTH UNIVERSITY GENERAL INFORMATION

### A. STUDENT RIGHTS AND RESPONSIBILITIES

South University is committed to the development of knowledge and ethics that are consistent with responsible professional and social behavior. Students are expected to meet academic requirements and develop a sense of responsibility and 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, you have agreed to abide by the rules and regulations of South University. The rules concerning student behavior are outlined in the Code of Conduct section of South University's student handbook and are briefly described in this handbook. Alleged violations of the Code of Conduct may be referred to the Dean of Student Affairs.

South University is an equal opportunity university open to any qualified individual without regard to race, religion, sex, age, color, genetic marker, national or ethnic origin, or disability. Pursuant to all applicable state, local or federal anti-discrimination laws and regulations, South University does not discriminate against any of the protected categories of individuals in the administration of its policies, programs or activities. This non-discriminatory policy includes admission policies, scholarship and loan programs, employment practices, and all other university-administered programs.

### B. FINANCIAL INFORMATION

- **Tuition:** Tuition and fees are subject to change at the end of any term. Upon successful completion of the South University Physician Assistant Program, the student receives a Master of Science degree in Physician Assistant Studies. The tuition cost for a full-time course load does not include expenses for such required items as textbooks, medical equipment, laboratory fees, and professional liability insurance. PA students are not eligible for part-time enrollment. In-state and out-of-state tuition are the same.
- **Acceptance Fee:** Please refer to the South University Academic Catalog.
- **Graduation Fees:** Please refer to the South University Academic Catalog.
- **PA Lab Fee:** 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.

### C. OFFICIAL WITHDRAWAL PROCEDURE

Please refer to the South University Academic Catalog.

### D. FINANCIAL AID

Please refer to the South University Academic Catalog.

#### **E. STUDENT GRIEVANCE PROCEDURE**

Please refer to the South University Academic Catalog.

#### **F. VETERANS BENEFITS**

Please refer to the South University Academic Catalog.

### **III. DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES - GENERAL INFORMATION**

The South University – Tampa campus was established in 2006 and admitted its first students on June 26, 2006. The Tampa campus is centrally located in Hillsborough County on the northwest side of the city of Tampa. It is easily accessible from the major highways, interstates, and bus routes. The campus is a shared-service location with the Art Institute of Tampa and Argosy University/Tampa. Shared facilities include the library, student lounge, mailroom, and atrium.

The first South University Physician Assistant Program was established on the Savannah, Georgia campus in 1997 and graduated its first class in 2000. Preparations for the Tampa PA Program began 2007. The Program received PROVISIONAL ACCREDITATION through the Accreditation Review Commission on Education for Physician Assistants, Inc. in the fall of 2009.

In concert with the Savannah Program, the educational goal of the South University - Tampa PA Program is to provide a primary care oriented training program for non-physician healthcare practitioners. The educational objectives 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). In addition, the Program strives to prepare graduates to meet competencies expected of clinically practicing PAs 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. VISION STATEMENT**

The PA Program strives to provide educational experiences where faculty, staff, clinical instructors, students, and other healthcare providers work together in an atmosphere of mutual respect, cooperation, and commitment. The PA Program focus is on the continuous operation of a quality PA educational program which will prepare graduates to participate in clinical leadership roles in an emerging health care system reform. The Program encourages lifelong learning skills with proficiency in critical thinking and creative problem solving, using research skills gained through innovative approaches.

## B. MISSION

The Physician Assistant Program at South University - Tampa exists to educate a diverse student population to become providers of high-quality healthcare who will practice the art and science of medicine with physician supervision. The Program encourages lifelong learning and research skills with proficiency in critical thinking and problem solving.

## C. EDUCATIONAL PHILOSOPHY

PAs are health professionals licensed (or otherwise credentialed) to practice medicine with physician supervision. PAs are qualified by graduation from an accredited PA educational program and certification by the National Commission on Certification of Physician Assistants, Inc. (NCCPA). Within the physician/PA relationship; PAs exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services.

The South University Physician Assistant Program believes that as managed care creates new mechanisms for the delivery of health services it will inevitably alter the role and function of health professionals. The program believes that it must continue to emphasize the centrality of primary care, teach the skills associated with providing population based care, emphasize the need for accountability at all levels, teach students how to gather and use information to assure value, emphasize the interdependence among health and human service professions, and teach students about the linkages between health care delivery and finance.

## D. APPROACH TO PRE-CLINICAL EDUCATION

Medical educators have concluded that schools need to prepare students to be self-directed learners, as well as effective, efficient, and caring providers of health care. The Association of American Medical Colleges (AAMC) also concluded that, although teaching everything is an unattainable goal, schools should be responsible for providing a learning environment appropriate for the attainment of most knowledge, skills, and attitudes and for encouraging a lifelong commitment to continued learning. The use of non-traditional teaching methods, such as standardized patients, enhances learning by providing a clinical context for factual learning. Students tend to be more motivated to learn when concepts gleaned from lectures and readings are supplemented with actual or simulated patient encounters that illustrate those concepts and bring them to life. For students in the program's first year of training, these exposures to patient care help to prepare them for the roles they will assume during their clinical year of training, and thus bridge the gap between the two years. In addition to imparting current facts and specific techniques, the program is committed to assisting the student in developing problem-solving skills. The program faculty continually seeks methods to decrease the time spent in a purely lecture-oriented format through use of problem solving approaches to education, such as: Small group interaction, and the use of standardized patient examination. We, as a faculty, expect PA students to assume a greater responsibility by participating actively in their educational process. Written learning objectives provide students with clear guidelines for learning. Testing is accomplished on a unit basis for most courses and emphasis is on clinical application of relevant facts. **The burden of learning falls heavily on the student. Students are expected to come to class prepared; having completed the assigned reading, and ready to explore concepts at a practical level.** Students are respected by the faculty as adult learners who take responsibility for completing all assigned tasks and

seeking help when needed. This approach to education helps prepare students for their future roles as competent health professionals.

#### **E. PROGRAM GOALS**

The PA curriculum is closely related to the purpose and goals of the institution as well as to the degree. The program promotes critical thinking and lifelong learning through varied academic and clinical experiences to provide students with the expertise and work ethic required to achieve professional fulfillment. Throughout the evolution of the South University Physician Assistant Program its goals have remained constant: to recruit, select, and educate a highly qualified diverse student population and provide fair and equitable admission criteria; maintain a primary care-oriented didactic and clinical educational program which graduates competent PAs who reflect the highest standards of legal, ethical and moral conduct; to incorporate innovative approaches to interdisciplinary didactic and clinical education which prepare PAs to be integrated into the health care team; to prepare professional healthcare providers within the PA profession who will possess depth of knowledge, clinical reasoning, skill, and an investigative attitude toward research, education and leadership; to provide PA practitioners with multi-disciplinary healthcare management skills and knowledge commensurate with the expanding need for health care services; to provide students with a variety of clinical educational settings, which includes hospitals, long-term care facilities, rehabilitation facilities, outpatient clinics, private practices, and acute care facilities; to prepare PA students to communicate effectively and promote self-directed learning, and to encourage PA students to recognize their own strengths and limitations; and to interpret for others the scope and function of a PA.

#### **F. FAIR PRACTICES**

Academic regulations, including grievance procedures, are further outlined in the **South University Catalog and the South University Student Handbook** and are intended to give the description of South University and of its regulations as is needed by students. Students enrolled at South University are expected to uphold at all times standards of integrity and behavior that will reflect credit upon themselves, their families, and South University. Registration at South University implies the student's acceptance of the published academic regulations and all other rules found in any official publication or announcements. Conduct regulations, including the academic integrity policy and the policy on substance abuse, are described in the **South University Catalog and the South University Student Handbook**.

#### **G. STUDENT RECORDS**

Application/selection interview results, records of didactic performance, records of clinical performance, faculty/student counseling forms, and correspondence will be maintained by the South University Physician Assistant Program on each student enrolled in the program for a period of 5 years following the student's graduation or termination from the program. Educational transcripts on each student enrolled in the South University Physician Assistant Program will be maintained by the South University registrar permanently following the student's graduation or termination from the program.

#### **H. STUDENT HEALTH**

All students entering the South University Physician Assistant Program must submit certification of a health examination and updated information from their immunization health certificate. Specific related requirements include: (1) provide proof of personal

health insurance throughout the entire program; (2) provide proof of current American Heart or American Red Cross CPR certification; (3) provide proof of a satisfactory physical examination; (4) provide proof of negative TB test (positive results will require the student to receive a chest x-ray and further evaluation); (5) provide proof of immunization or immunity to communicable disease as recommended by the US Centers for Disease Control and Prevention's Healthcare Personnel Vaccination Recommendations.

- **HEALTH SERVICES** South University does not currently provide student health services. Appointments with local healthcare providers should be made as required. Emergency needs should be met through local hospital emergency departments.
- **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 when requested. Lack of health insurance will suspend student participation until proof of insurance is provided.

#### I. STUDENT IDENTIFICATION

South University PA students will be clearly identified to distinguish them from physicians, residents, and other health professional students and graduates. PA students will wear short white laboratory coats with a nametag attached, which 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, a nametag must be worn. Additionally, many of the hospitals and clinics in which program students are affiliated require them to wear distinguishing nametags or badges while working at those facilities. Students must wear the appropriate South University identification, as well as the institution's required badge.

#### J. COMMUNICATION

Throughout the course of study at South University, a variety of events occur, (some unexpected, others, matters of routine business), making it necessary for students to be reached. Pager and cell numbers must be on file in the program office and updated appropriately. Student addresses and phone numbers are required to be current and on file in the program office. Students are required to have a current reliable e-mail address on file at the program office. Students are **required to check email daily**. South University 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 or who have failed to check their email daily. In addition, students will be required to register for South University's Alert Find system in order to be contacted in the event of a campus emergency.

### IV. GENERAL EXPECTATIONS OF SOUTH UNIVERSITY PHYSICIAN ASSISTANT STUDENTS

#### A. STUDENT RESPONSIBILITIES

**It is essential to their professional development that students adopt and exhibit a 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" (2.0). **Students must maintain an overall GPA of 2.5 or higher.** Students must complete class work in its entirety. No PA course credits from another institution may transfer

into the didactic or clinical year. Any performance below “C” level in any of the courses required to complete the program is interpreted as significant deficiency in the subject. Students performing poorly academically or clinically should contact the Academic Director or Clinical Director and/or the course instructor/preceptor as soon as possible to solicit their help and recommendations to remediate deficiencies. When necessary, the Small Group Leaders may be asked to help develop formal remediation plans for students. Exam review sessions may be scheduled to facilitate assistance in mastery of the material. Faculty members are expected to provide reasonable assistance and direction to aid in this remediation process. The methods and extent to which faculty chooses to assist students with review and remediation of deficient material is at the discretion of the individual faculty member.

### **Didactic Phase**

A minimum score of 70% is required on each didactic written examination. An overall minimum grade of 70% is required for satisfactory completion of each course.

### **Clinical Phase**

Please refer to the Clinical Rotation Policy Manual.

## **B. TECHNICAL STANDARDS**

**TO UNDERTAKE AND SUCCESSFULLY COMPLETE THE PHYSICIAN ASSISTANT PROGRAM, AS WELL AS TO FUNCTION SUCCESSFULLY AS A PHYSICIAN ASSISTANT AFTER GRADUATION, THE PROGRAM REQUIRES THAT AN INDIVIDUAL MEET CERTAIN FUNDAMENTAL PHYSICAL, COGNITIVE, AND BEHAVIORAL STANDARDS. FAILURE TO DISCLOSE CONDITIONS THAT COULD ADVERSELY AFFECT YOUR ABILITY TO FUNCTION AS A PHYSICIAN ASSISTANT STUDENT OR GRADUATE PHYSICIAN ASSISTANT WILL RESULT IN DISMISSAL FROM THE APPLICATION PROCESS OR THE EDUCATIONAL PROGRAM.**

In order to ensure that patients receive the best medical care possible, the faculty has identified certain skills and professional behaviors that are essential for successful progression of PA 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 PA 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 program office for additional information about South University performance standards.

- **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 effectively 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 student 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 South University 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.

### C. PROGRAM OBJECTIVES - FUNCTIONS AND TASKS

By completion of the program, each student must be able to demonstrate unequivocally that he/she has an appropriate level of competence in evaluation, monitoring, diagnostics, therapeutics, counseling, and referral.

- **Evaluation:** Initially approach a patient of any age group in any setting to elicit a detailed and accurate history, perform an appropriate physical examination, delineate problems, and record and present data.
- **Monitoring:** Assist the physician in conducting rounds in acute and long term inpatient care settings, developing and implementing patient management plans, recording progress notes and assisting in the provision of continuity of care in office-based and other ambulatory care settings.
- **Diagnostics:** Perform and/or interpret at least to the point of recognizing deviations from the norm, common laboratory, radiologic, electrocardiographic, and other routine diagnostic procedures used to identify pathophysiologic processes.
- **Therapeutics:** Perform routine procedures such as injections, immunizations, suturing and wound care, managing simple conditions produced by infection or trauma, assisting in the management of more complex illness and injury, which may include assisting surgeons in the conduct of operations and taking initiative in performing evaluation and therapeutic procedures in response to life-threatening situations.
- **Counseling:** Instruct and counsel patients regarding compliance with prescribed therapeutic regimens, normal growth and development, family planning, emotional problems of daily living, and health maintenance.
- **Referral:** Facilitate the referral of patients to the community's health and social service agencies when appropriate.

- To provide these services in a compassionate, competent, and efficient manner as members of the health care team, students in the South University Physician Assistant Program will achieve the following performance functions and tasks by the time of graduation. The functions and tasks associated with those functions are:

- History Taking
- Physical Examination
- Diagnostic Skills
- Differential Diagnosis
- Therapeutic Skills
- Emergency Skills
- Communication
- Professionalism
- Referral Skills
- Research

***A detailed list of functions and the corresponding tasks in which students are expected to be competent upon completion of the Program is found in Appendix A.***

#### **D. CURRICULUM OVERVIEW**

<b>Didactic Year</b>		
<b>First Quarter</b>		<b>17 Total</b>
PAS 5102	Medical Interviewing and Documentation	3
PAS 5110	Physical Assessment I	3
PAS 5210	Physical Assessment I Lab	1
PAS 5125	Medical Anatomy & Physiology I	4
PAS 5225	Medical Anatomy & Physiology I Lab	1
PAS 5135	Laboratory Diagnostics	3
PAS 5172	Professional Seminar I	2
<b>Second Quarter</b>		<b>21 Total</b>
PAS 5111	Physical Assessment II	3
PAS 5211	Physical Assessment II Lab	1
PAS 5126	Medical Anatomy & Physiology II	4
PAS 5226	Medical Anatomy & Physiology II lab	1
PAS 5180	Clinical Medicine & Pharmacotherapeutics I	8
PAS 5280	Clinical Medicine & Pharmacotherapeutics I Lab	1
PAS 5175	Issues in Contemporary Medicine	2
PAS 5291	Applied Learning Experience I	1
<b>Third Quarter</b>		<b>21 Total</b>
PAS 5181	Clinical Medicine & Pharmacotherapeutics II	8
PAS 5281	Clinical Medicine & Pharmacotherapeutics II Lab	1
PAS 5130	Diagnostic Methods	4
PAS 5166	Musculoskeletal Care	5
PAS 5292	Applied Learning Experience II	2
<b>Fourth Quarter</b>		<b>20 Total</b>
PAS 5182	Clinical Medicine & Pharmacotherapeutics III	8
PAS 5282	Clinical Medicine & Pharmacotherapeutics III Lab	1
PAS 5138	Fundamentals of Surgery	4

PAS 5105	Epidemiology and Biostatistics	3
PAS 5124	Essentials of Behavioral Medicine	3
PAS 5293	Applied Learning Experience III	1
<b>Fifth Quarter</b>		<b>24 Total</b>
PAS 5132	Essentials of Clinical Geriatrics	4
PAS 5183	Clinical Medicine & Pharmacotherapeutics IV	8
PAS 5283	Clinical Medicine & Pharmacotherapeutics IV Lab	1
PAS 5190	Essentials of Emergency Medicine	4
PAS 5294	Applied Learning Experience IV	1
PAS 6152	Medical Literature in Clinical Practice	1
PAS 5171	Professional Seminar II	3
PAS 5147	Clinical Procedures	2
<b>Total didactic year Credits</b>		<b>103</b>

<b>Clinical Year</b>		
PAS 6200	Clinical Rotation I (Six weeks)	8
PAS 6205	Clinical Rotation II (Six weeks)	8
PAS 6210	Clinical Rotation III (Six weeks)	8
PAS 6215	Clinical Rotation IV (Six weeks)	8
PAS 6220	Clinical Rotation V (Six weeks)	8
PAS 6225	Clinical Rotation VI (Six weeks)	8
PAS 6230	Clinical Rotation VII (Six weeks)	8
PAS 6235	Clinical Rotation VIII (Six weeks)	8
PAS 6170	Professional Seminar III	2
<b>Total clinical year credits</b>		<b>66</b>
<b>Required program total credit hours</b>		<b>169</b>

## V. 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 Physician Assistant Program.

### A. ATTENDANCE

- **Classes and Clinical Experiences:** Students are to adhere to the **South University Policy on Class Attendance as described in the South University – Tampa Student Handbook**. Due to the rigorous nature and limited time span to learn all material, regular attendance is essential and required for successful completion of the program. It is the expectation of the Progress and Promotions Committee that all students will attend all scheduled classes, conferences, seminars, laboratory experiences and clinical practical. Any student (didactic or clinical) who misses a required scheduled activity must notify their respective directors (Academic or Clinical) of the absence. Please see reporting of absences below). The student assumes the

responsibility for obtaining all materials and making up all work that is missed during an absence.

- **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 may be refused admission to the examining room, thus jeopardizing their course grade. Requests for rescheduling or delaying examinations will not be considered, except in cases of documented medical or family emergency. Permission for any deviation from the regular test schedule must be obtained from both the Academic Director and Course Coordinator.
- **Absences:** Attendance will be taken in every lecture. Each instructor will include 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 attendance policy. The Academic or Clinical Director will notify the Progress and Promotions Committee of any student who is consistently absent from didactic or clinical experiences. Clinical phase absence policy is further delineated in the Clinical Rotation Policy Manual which is distributed during clinical phase orientation.
- **Reporting Of Absences:** Didactic phase students must report absences in advance via email whenever possible to the Academic Director. If circumstances do not permit immediate access to email, the student must call the Academic Director, and ultimately submit an email notification.

Clinical phase student absences must be reported to the Clinical Director, Students unable to meet as scheduled with individual clinical preceptors must notify the preceptor personally, as well as the Clinical Director. 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.

- **Tardiness:** Tardiness is a professional issue and will not be tolerated. Students are expected to be in class and ready to participate on time. Each class will be monitored by faculty to identify those students who arrive late. The first offense will result in verbal warning, a second offense will result in a meeting with the Academic Director, and a third offense will require a formal meeting with the Progress and Promotions Committee. Students who do arrive late for a class are expected to demonstrate professional courtesy to the lecturer by offering a verbal apology upon arrival.
- **Religious Observances:** The South University 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. 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 Program Director 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 with, and in agreement with, the Director and the immediate supervisor (attending, resident, intern, etc). Due to the "non-scheduled" nature of the 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.
- The faculty continues to be sensitive to the religious observances of students. Ultimately, it is the responsibility of the student to notify the involved parties (i.e., course directors, attending physicians, house officers, the Program Director) of any necessity to modify scheduled work because of religious observances. This notification should be made at least 15 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 house officers 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 South University Physician Assistant Program Director, the Dean of School of Health Professions, and the Dean of Academic Affairs.

## B. EVALUATION OF STUDENTS

- **General Information:** To satisfactorily complete a course, the student must earn a grade of "C" or better. **Students must maintain an overall GPA of 2.5 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 clinical competency with skills testing. Exams may be rescheduled only in the event of personal illness or family emergency. Demonstration of clinical competency with skills testing will be proctored by program faculty and/or their designee, 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. Any exceptions to examination content will be announced well in advance of the scheduled exam. Basic concepts covered earlier in the quarter may be asked on later exams.
- **Grading Scale:** Grades will not be changed with the exception of mathematical errors.

<b>A</b>	<b>90 – 100</b>
<b>B</b>	<b>80 – 89</b>
<b>C</b>	<b>70 – 79</b>
<b>D</b>	<b>60 – 69</b>

## F Below 60

- **Didactic Phase Evaluation:** The Progress and Promotions Committee is responsible for monitoring and coordinating the evaluation of the progress of each student in the didactic phase of the South University Physician Assistant Program. During orientation to the program, each student receives a copy of the student handbook and school catalog. Each student is assigned a Small Group Leader 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 and some subjective essay. However, other formats may be used at the discretion of an individual course instructor. Multiple methods of evaluation may be given in each course. A comprehensive examination is administered at the end of each course.

An overall minimum grade of "C" is required for satisfactory completion of each course.

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 a concrete direction for studies.

- **Clinical Phase Evaluation:** Please refer to the Clinical Rotation Policy Manual.
- **Comprehensive Exams:** Successful completion of the didactic phase of the curriculum requires completion of formative evaluations, including comprehensive final examinations.

Successful completion of the program requires satisfactory completion of a comprehensive summative evaluation. The summative evaluation consisting of both written and performance components is administered at the end of the clinical training period. The test includes three components that evaluate the cognitive, psychomotor, and affective domains. This evaluation is used to identify individual weaknesses, competence in program objectives, and eligibility for graduation.

Students who do not receive a satisfactory grade on any part of either the comprehensive formative or summative examination will be referred to the Progress and Promotions Committee. Students may be required to enroll in a self-directed independent learning seminar. The Program Director and the Academic 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 the summative evaluation. If the student fails the component a second time, they will again be referred to the Progress and Promotions Committee for further review.

- **Appeal of Course Grades:** In the event a student feels that there has been an error with respect to an evaluation of his/her performance in a course or clinical rotation in the program, it is expected that the student will seek to resolve the problem by conferring with the Academic/Clinical Director. If the student does not consider the issue to have been satisfactorily resolved, he/she should make further appeal to the Program Director. Appeal of any course grade must be made within two (2) weeks of the end of the quarter in which the grade was assigned.

## C. REMEDIATION

The remediation process is designed to help faculty identify and assist students who are experiencing academic or professional difficulty. The process is proactive with the goal of identifying student weaknesses as early as possible. The South University Physician Assistant Program - Tampa uses a five step process to successfully identify and remediate students at academic risk. The steps are detailed below.

1. **Identification:** The program uses four tiers in the identification of students at risk:
  - a. The first is the student. The faculty encourages students to be introspective and honest about their level of understanding. Students should speak with their Small Group Leader, Academic Director, or Program Director.
  - b. The second tier is the Academic Director or the Small Group Leader who, through evaluation of performance data, identifies students at risk.
  - c. Any instructor or faculty member may recommend remediation based on their assessment of student performance to the Academic Director.
2. **Evaluation and Assessment:** Students at risk are referred to the Small Group leader, who will help determine the cause of their difficulty. Factors such as, study habits, test taking skills, test anxiety and personal issues are taken into account. A number of instruments are available to the faculty member to further assess the nature of the student's problem. If the student's problem stems from personal issues, they are referred to the Dean for Student Affairs and referred to outside agencies and practitioners as necessary.
3. **Plan Development:** In collaboration with the Academic Director, the Small Group leader develops a remediation plan. The plan is developed with the student's input. Resources such as counseling, workshops, tutoring, on-line reviews, texts other than those used for the course work and the university's counseling referral service are utilized. The plan should be clear in its objectives and clear in what is expected of the student. The Program Director reviews the remediation plan with the student and considers any progress (or lack thereof). From there the plan may be revised or supplemented with other student support services.
4. **Plan Implementation:** Following review by the Academic Director, implementation becomes the responsibility of the Small Group Leader. The student is given a written copy of the plan and its objectives. The student is made aware of the resources available to them. A timeline is then established and as benchmarks are reached, documentation is placed in the student's file noting accomplishment of the objectives.
5. **Plan Evaluation:** An evaluation instrument may be developed prior to plan implementation. This is often in the form of a written multiple choice test, an essay-style test, an oral evaluation, a performance evaluation or other instrument designed to demonstrate mastery of a topic. As necessary, the Academic Director will assist faculty members in the development of these instruments. At the completion of evaluation, evidence of mastery of the remediated subject matter is placed in the student's file.

With regard to examination failures, all students will be required to remediate the exam. The goal of exam remediation is to help the student master the material missed, not to improve the grade. The course instructor or coordinator will be responsible for coordinating the remediation plan for that exam. After successful remediation, the exam score may be adjusted to a maximum of 70% at the discretion of the course instructor or coordinator.

## D. STUDENT PROGRESS

The South University Physician Assistant Program has established the South University Physician Assistant Program 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 placed on probation immediately and referred to the South University 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 Progressions Committee:

1. Student's cumulative GPA falls below 2.5.
2. A student receives a course grade below a "C" in any didactic course or clinical rotation. Typically course grades below "C" are grounds for dismissal.
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 either the comprehensive formative or summative examination.
5. Failure to abide by all South University Physician Assistant Program policies and procedures, breeches in the South University or South University Physician Assistant Program Code of Conduct, or Honor Code violations.

### **Student Progress Committee**

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 core faculty members) must be present to commence the Progressions Committee meeting.

The committee meets at least quarterly to review each student's didactic and clinical grades, conduct quarterly professionalism evaluations and review other information that is available to aid in evaluation of each student. At the quarterly meeting the Committee makes one of the following recommendations to the Program Director for each student:

- 1) Advance in good standing
- 2) Advance on probation
- 3) Suspension
- 4) Expulsion

If a student is being considered for placement in a status other than advance in good standing, he/she will be asked 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 on all recommendations of the Student Progress Committee other than advance in good standing and provide details and justification for the recommendation.

In cases where probation or suspension is recommended by the Committee, the Program Director may require the student to meet with the Academic Director to define an exact remediation strategy. Any remediation strategy will be approved by the Program Director. The Student Progress Committee will continue to assess the student's progress under the plan provided by the Student Progress Committee.

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

## **E. APPEALS OF THE STUDENT PROGRESS COMMITTEE DECISIONS**

Students may appeal the decision of the Student Progress Committee. Any student wishing to appeal an academic decision of the Student Progress Committee must do so in writing to the Dean of Academic Affairs. ***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:

- a. Failure of the Program or University to follow due process
- b. New evidence pertinent to the student's case
- c. Punishment not appropriate for the situation

The Dean of Academic Affairs 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 to the student and appropriate academic offices of his decision.

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 will consult with the Program Director and Dean of Academic Affairs 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 whose appeal is granted may be reinstated and, if otherwise eligible, receive financial aid; however, the student will be placed on probation at the start of the academic term. The granting of appeals for decisions other than dismissal may stipulate certain conditions as deemed necessary by the party granting the appeal for a student to continue in the program.

## **F. GUIDANCE**

Students are required to meet with their Small Group Leader 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 is available through South University's Dean of

Student Affairs. Students who are experiencing academic, personal, or career concerns 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.

#### **G. STUDENT EMPLOYMENT**

Employment during a student's course of training is strongly discouraged. The following rules apply to PA students who wish to seek part-employment during their training.

- Working students must comply with the program's academic schedule and are discouraged from working. Employment must never interfere with academic or clinical assignments.
- Any student unable to maintain adequate academic standing as outlined above will be asked to terminate his/her employment.
- At no time is a South University PA student allowed to or required to work for the program.

#### **H. EMERGENCY LEAVE**

A PA student in good academic standing, (above a "C" average in all course work), after presenting a written request to the Program Director, may be granted an official **emergency leave** for personal or medical reasons for a period not to exceed one calendar year. In order to be eligible for an emergency leave, students must be in good academic standing in all courses. If the emergency leave is approved, the Program Director will provide written notification, including applicable beginning and ending dates, to the student. It is the responsibility of the student to notify the registrar, and the director of financial aid (if applicable). The student must notify the Program Director in writing of his or her wish to return to the South University Physician Assistant Program at least **30 calendar days** prior to the anticipated date of re-entry. When an emergency leave is granted, the Program Director may require the student to repeat some or all of the courses completed prior to the emergency leave. In all cases of emergency leave, the student is required to complete the full curriculum to be eligible to earn the PA degree. The student who fails to re-enter the program prior to the end of their re-entry date will be required to reapply for admission to the program. For purposes of deferring payment of student loans during a program-approved emergency leave, federal regulations limit the leave to 6 months. It is the student's responsibility to address this concern.

#### **I. GRADUATION REQUIREMENTS**

To receive an appropriate degree a student must satisfy the following requirements:

- The student normally must complete the course requirements described in the catalog in effect when the student enrolled. Students who leave South University longer than 3 quarters will be required to meet 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 2.5 or higher for all course work taken while in the South University Physician Assistant Program.
- The student must successfully complete a summative evaluation prior to program completion to assure that students meet defined program expectations for knowledge, professional, and technical skills
- It is the responsibility of each potential graduate to complete an application for graduation. The application should be submitted during pre-registration for the last quarter in which the student will be enrolled at South University.

## J. APPLIED LEARNING EXPERIENCES

(ALE) are strictly for the benefit of each student. They enable the student to observe various areas of medicine that may or may not be available during their clinical rotations. Under direct supervision and guidance by a physician, PA, nurse practitioner, or other health care professional, observations have created an opportunity for a “first hand” look at medicine.

- Students must be punctual. Times will be assigned accordingly with the supervisor’s schedule.
- Proper professional attire must be worn, see **Appearance and Dress**.
- Students may not perform any unsupervised procedures unless granted permission by your preceptor. Students who feel uncomfortable performing any procedure (supervised or unsupervised) should immediately inform the preceptor.
- White coats **MUST** be worn at all times with **proper identification** as outlined in the Dress Code in this handbook. Only in the operating room is it excused.
- Bring all necessary medical equipment with you to your ALE; for example, your stethoscope.
- Attendance – Students are responsible for completing each ALE assigned to him/her. When reporting to an ALE site, the student should ask for the supervisor, introduce him/herself, and thank the supervisor for allowing the student to be there. If for any reason (illness, doctor reschedules) an ALE is missed, you must notify your ALE Course Coordinator immediately. You must also contact your supervisor. Any missed ALE must be rescheduled during the same quarter or appropriate points will be deducted.

## VI. RESOURCES AVAILABLE TO STUDENTS

### A. PROFESSIONAL LIABILITY INSURANCE

Students in the program are covered by a malpractice policy that insures all employees and students at South University. This coverage is established via a fee paid at the beginning of each academic year. 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 AAPA.

## **B. LIBRARY SERVICES**

Students have access to current books, journals, periodicals, and other reference materials through the South University - Tampa library. The library maintains a highly-focused collection of resource materials, including current books, journals, and related materials. The University has inter-library affiliation agreements with a regional hospital library consortium as well as access to tens of thousands of libraries worldwide through its WorldCat access. Additionally, faculty and students have access to WebVoyage, an online catalog of holdings, the internet, various bibliographic databases, and subject-specific software programs. South University – Tampa employs a full-time medical librarian.

Students also have access to the medical libraries at Tampa General Hospital, University of Tampa, and University of South Florida.

ID/Library cards are made available during a library orientation 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.

## **C. COMPUTER LABS**

South University 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 and administrative 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 PA 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 or record lectures.** 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 South University – Tampa Student Handbook.**

Please refer to the South University – Tampa Student Handbook for more details.

#### **D. STUDENT AFFAIRS**

The Dean of Student Affairs is responsible for all aspects of student life outside of the classroom, including but not limited to bookstore services, campus security, career services, counseling, disability services, graduation, financial aid information, fire evacuation, medical procedures, orientation, peer tutoring, parking, student activities and clubs, student lounge, veterans affairs, weather announcements, alcohol and drug information, and student discipline. Please see the South University Catalog and Student Handbook for detailed information on each of the above topics.

### **VII. STANDARDS OF CONDUCT**

South University has adopted regulations to ensure the safety and well being of the student body and the orderly operation of the university. **The University's Student Code of Conduct can be found in the University Student Handbook.** Any student suspected of a violation of these regulations will be accorded due process. Please review the South University student handbook and catalog for policy updates at the beginning of each quarter. The South University Student Handbook addresses standards of conduct in each of the following areas: **Academic Integrity, Alcoholic Beverages, Computer Usage, Damage to Property, Disorderly Assembly, and Disorderly Conduct.** Below are additional standards of conduct applicable to all students enrolled in the South University Physician Assistant Program.

#### **A. APPEARANCE AND DRESS**

South University Physician Assistant Program students, faculty, and staff are required to place a high value on personal behavior and appearance, including attire. The reasons are rooted in concerns for infection control, professionalism, the facilitation of trust and good communication with patients and colleagues, and 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 acute and chronic care. The message communicated by the caregiver by his/her dress 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. PAs in-training 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 professional settings. Each student's name tag must be worn at all times while on campus and during clinical education experiences. 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. 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**

1. Clothing must be clean and in good repair, allowing for freedom of movement without inappropriate exposure. Blue jeans, shorts, t-shirts, sweatshirts, jean jackets, army fatigues or greens, hats, tank tops, 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.
  2. Shoes must be clean and polished. Athletic shoes are not appropriate unless approved with scrubs. Open-toed shoes, sandals with open toes, bare feet, and some styles of clogs are not appropriate for the clinical setting. No flip-flops.
  3. Hair must be kept well-groomed, clean, and neat, of a natural human color and must be in a professional, conservative hairstyle. Facial hair is not allowed, other than a well-groomed mustache. For efficient work and cleanliness fingernails must not extend beyond the end of the fingertip. Nail polish is not allowed. Makeup must be minimal and must be appropriate.
  4. Jewelry, because of professional appearance in the classroom setting, must be kept to a minimum and must be of a conservative nature. Small earrings, no more than two in each ear, may be worn.
  5. No visible tattoos or body piercing, other than those mentioned in item 4 will be allowed.
  6. Students are allowed to wear South University scrubs on campus only on the day of their designated lab or group meeting. Students must wear their lab coats over scrubs any time they are outside of a classroom or lab.
  7. 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.
- **Clinical Settings (ALEs and Clinical Rotations)**
    1. 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.
    2. Clothing must be clean and in good repair, allowing for freedom of movement without inappropriate exposure. Blue jeans, shorts, t-shirts, sweatshirts, jean jackets, army 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 with sleeves. No tank tops or spaghetti straps. 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. 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.

3. 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. Clogs must be approved by the Program Director. 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.
4. 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 must be well-groomed. For efficient work and cleanliness, fingernails must not extend beyond the end of the fingertip. Makeup must be minimal and must be appropriate. Colognes and other scents must be used sparingly.
5. Jewelry, because of safety and sanitation issues, must be kept to a minimum. Small earrings, no more than two in each ear, may be worn. Earrings that dangle and/or cover the entire earlobe are inappropriate. One wedding set or engagement ring may be worn. Necklaces and bracelets are not to be worn. A professional, working wristwatch with a second hand should be worn.
6. No visible tattoos or body piercings, other than those mentioned in item 5, will be allowed.
7. Due to patient and 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 to patients or colleagues.

Failure to comply with the above policies may result in disciplinary procedures secondary to noncompliance with standards of professionalism.

## **B. ACADEMIC INTEGRITY POLICY OF SOUTH UNIVERSITY GRADUATE SCHOOLS AND PROFESSIONAL DEGREE PROGRAMS.**

Please refer to the South University Student Handbook.

## **C. STANDARDS OF PROFESSIONALISM**

In the belief that physicians and PAs are called to the highest standards of honor and professional conduct and understanding that this responsibility begins at the inception of one's medical education rather than upon receipt of a degree, the students of the South University Physician Assistant Program must uphold the following standards that serve as an embodiment of the conduct and integrity to which they aspire. 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 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 disciplinary proceedings. .

**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** – Dealing with professional, staff, and peer members of the health 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, 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.

**Personal Aptitude for Medicine** – Awarding the appropriate degree for the PA 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 Physician Assistant Program are participants in a professional training program whose graduates assume 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 keeping with the standards of the medical profession or when the student's presence in the PA program is considered detrimental to the student in question, the other students in the school, or to society in general. The faculty will evaluate the cases of students whose behavior and/or ethics have been questioned and will make appropriate recommendations to the Program Director. The Program Director will review all cases and forward recommendations to the program's Progress & Promotion committee who will make the final determination. As students enter the professional phase of the program, they 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 public statement of the value 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.

The primary purpose for the imposition of non-academic discipline in the South University Physician Assistant Program is to protect and preserve the quality of the educational environment in the campus community. This purpose entails several basic expectations: that the South University Physician Assistant Program and the University at large assumes high standards of courtesy, integrity, and responsibility in all of its members; That each student is responsible for his/her conduct and that continuation as a student is conditional upon compliance with the requirements of student conduct expressed or implied in this Code. The South University 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 urgency of the emergency and for its duration. The program is not designed or equipped to rehabilitate students who do not abide by this 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 Code. The Dean of Student Affairs is delegated responsibility pertaining to all student organizations and student government and, has the responsibility and authority to discipline such organizations whose members are students within the program.

#### **D. VIOLATIONS OF THE LAW AND THIS CODE**

Please refer to the South University – Tampa Student Handbook.

## APPENDIX A

### FUNCTIONS AND TASKS

**FUNCTION: History Taking:** Initially approaching a patient of any age group in any setting to elicit an accurate, detailed history, which is appropriate to the situation, and record the data in an acceptable fashion.

#### **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.
4. Procure a personal and social history to include life situation, education, work history, travel, and use of alcohol, tobacco, caffeine, and drugs.
5. Elicit a Past Medical History to include past health, hospitalizations, injuries, and childhood illnesses.
6. Elicit an interval history in patient with chronic illness.
7. Communicate effectively with a patient and his/her family.
8. Obtain the family history with attention to familial predisposition to disease and exposure to illness.
9. Acquire specific information with the use of direct questions, yes/no questions, probing questions, and laundry list.
10. Interpretation of body language.
11. Obtain a brief but pertinent history from patient, friend or family in an emergency situation.
12. Open an interview topic with use of facilitation, open-ended questions, and bridging phrases.
13. Focus on interview topics (as needed) through confrontation, reflection, probing, interpretation, and summation.
14. Communicate historical information in a clear, concise and relevant manner.
15. Assist the patient's narrative with appropriate use of support and reassurance, empathy, confrontation, reflection, interpretation, silence, modified laundry list, and touch.
16. Develop specific strategies in dealing with the following problem patients;

Suicidal patients	Non-English speaking patients
Dysphasic patients	Manipulative patients
Patients who are hearing impaired	Uncooperative patients
Fearful patients	Mentally ill patients
Depressed patients	
17. Close the interview in a proper fashion.

**FUNCTION: Physical Examination:** Perform a complete or partial physical examination of a patient of any age, sex, or condition in any setting.

**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: Oto-Ophthalmoscope, Tuning Forks, Cotton Wisp and Pin, Tape Measure, Percussion Hammer, Pen Light, Test for Occult Blood, Gloves and Lubricant, Speculum (Nasal), Fluorescent Dye, Hypodermic Syringe and Needle, Ishihara Plates, Snellen chart (literate/illiterate), Speculum (Vaginal), Ear Curette, Wood's Lamp, Doppler, Pediatric Screening Devices, Stethoscope, Blood Pressure Cuff, Pap Smear Equipment, Cotton Tipped Applicators, Tonometer, Microscope, Tongue Depressor.
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 an abbreviated examination on a patient with an acute illness.
7. Select 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.
8. Modify the physical examination according to the needs of a particular patient.
9. Identify normal and abnormal physical findings based on patient's age, sex, and race.
10. Document normal and abnormal physical findings in the database in an acceptable and accurate fashion.

**FUNCTION: Diagnostic Skills:** Identify, perform, order, and/or interpret at least to the point of recognizing deviations from the norm, common laboratory, radiologic, cardiographic, and other routine diagnostic procedures used to identify pathophysiologic processes.

**TASKS:**

1. Assess the patient's problems, identify those procedures indicated and discuss appropriate differential diagnosis based on symptoms and physical findings.
2. Formulate an initial problem list.
3. Employ the proper sterile techniques indicated in procedures performed.
4. Exercise precautions to prevent complications of diagnostic procedures performed or ordered.
5. Know normal serum electrolyte levels and manifestations of common serum electrolyte abnormalities.
6. Know normal CBC, differential, platelet counts, and absolute granulocyte counts, and the manifestations of abnormalities.
7. Know the routine hematological, chemical, bacteriological, and cytological tests.
8. Know serial tests utilized to monitor a patient's condition and/or effectiveness of therapy.
9. Know methods, indications, contraindications, and complications of the diagnostic procedures performed or ordered.
10. Recognize the signs and symptoms of complications of diagnostic procedures performed or ordered.
11. Recognize normal findings of other diagnostic labs and procedures and the systems with which they are most associated.
12. Know the diseases with which abnormal findings are most often associated.
13. Collect routine specimens: Urine - sterile and non-sterile, Blood - venous and arterial, Aerobic and Anaerobic Sputum – sterile and non-sterile, Bacteriological samples - aerobic and anaerobic, Stool, Gastric contents.
14. Perform basic laboratory tests: Urinalysis, Complete Blood Cell count, Stools-blood and ova/parasites, Gram Stain
15. Perform and interpret a 12 lead electrocardiogram (ECG) or rhythm strip: Recognize normal sinus rhythm and major dysrhythmias, determine rate, and calculate intervals
16. Order and make preliminary assessment of routine radiographic studies: posterior/Anterior of the Chest, Gastrointestinal (GI), Extremity Films, Kidneys, Ureters, and Bladder.
17. Know routine preparation for radiographic studies in regard to diet, bowel preparation, and post x-ray care.
18. Obtain Pap smear, collect vaginal or urethral cultures, and prepare slides for detection of monilia and trichomonas.
19. Be familiar with techniques of: Anoscopy, Pericardiocentesis, Proctoscopy, Lumbar Puncture, Sigmoidoscopy, Bronchoscopy, Colonoscopy, Gastroscopy, Thoracentesis, Endoscopy, Paracentesis, Excisional Biopsy, Arthrocentesis, Swan-Ganz Insertion.

**FUNCTION: Differential Diagnosis/Diagnostic Impression:** Develop a differential diagnosis and diagnostic impression considering the data base.

**TASKS:**

1. Demonstrate ability to organize and integrate data from the medical history, physical examination, and diagnostic studies.
2. Be familiar with the common medical problems and their modes of presentation.
3. Develop a differential diagnosis and diagnostic impression at each stage of data collection.
4. Demonstrate sound 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: Therapeutic Skills:** Performing routine procedures such as injections, immunizations, suturing and wound care, managing simple conditions produced by infection or trauma, assisting in the management of more complex illness and injury, and taking initiative in performing evaluation and therapeutic procedures in response to life-threatening situations.

**TASKS:**

1. Collect the proper equipment, set up, and administer intravenous (IV) infusions to include a familiarity with the technique of performing a venous cut down.
2. Administer injections by a variety of routes including intradermal, subcutaneous, intramuscular, and intradermal, subcutaneous, intramuscular, and intravenous.
3. Perform venous and arterial punctures.
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 interrupted simple suture, continuous simple suture, interrupted mattress suture, continuous mattress suture, subcutaneous closure, and wound stapling.
8. Know basic splinting and casting skills, be familiar with materials available and necessary for splinting/casting, and problems/complications that may develop in splinted/casted patients.
9. Be familiar with: Medications commonly added to IV solutions.
10. Blood and blood products utilized in IV therapy and the indications and complications of their use, including transfusion reactions and hepatitis.
11. Chest tube insertion techniques and complications.
12. Types of, use of, and indications for the various electrolyte solutions, including D5, Ringer's Lactate, D5N, NS, hypotonic, and hypertonic solutions.
13. Peritoneal dialysis.
14. Relationships between serum electrolytes and IV therapy and the need to adjust therapy based on lab results and physical signs or symptoms.

**FUNCTION: Emergency Skills:** Be able to recognize and manage life-threatening or harmful situations under any circumstances or settings. Also be able to work alone or as a team member in an approach to emergency medicine.

**TASKS:**

1. Recognize emergency situations, which may be harmful or life-threatening and take the appropriate health care actions to minimize injury or sustain life.
2. Appropriately utilize the techniques of Basic Life Support (BLS):
  - Obtain certification as a BLS provider.
  - Provide effective ventilation through oral airway by utilizing mouth-to-mouth and bag-valve-mask techniques.
  - Correctly perform cardiac compressions.
3. Appropriately utilize the techniques of Advanced Cardiac Life Support (ACLS):
  - Obtain certification in ACLS.
  - Be familiar with medico-legal aspects of emergency medicine and have an understanding of the regional emergency medical system.
  - Intravenous management of cardiac medications and cardioversion based on correct interpretation of ECG rhythm strips.
  - Perform correctly endotracheal intubation and other airway.
4. Appropriately utilize various principles and techniques of Basic Trauma Life Support (ATLS):
  - Recognize and correctly treat drowning victims and cold/hot weather injuries.
  - Recognize and correctly treat the various types of shock.
  - Appropriately utilize techniques necessary to immobilize an injured patient's head, neck, spine, and extremities during a variety of settings.
  - Recognize and correctly treat burns and electrical injuries.
  - Recognize and appropriately treat a variety of traumas to the head, thorax, abdomen, spine and spinal cord, and extremities in adult, pediatric, and obstetrical patients.
  - Correctly utilize and apply fluid volume replacement therapies and a pneumatic anti-shock garment.
5. Initiate appropriate homeostasis in patients with hemorrhage to include: Direct Pressure, Compression Dressing, Elevation, Pressure Points, Suturing, Steri-Strips or Butterflies
6. Recognize, support, and treat a patient having an anaphylactic reaction.
7. Possess an ability to communicate in a clear and concise manner the current status of a patient to a physician or other allied health professional.
8. Be familiar with reference sources pertaining to toxic substances, such as telephone contact with regional poison control center or knowledge of other written references on toxic emergencies.
9. Be familiar with the presentations and treatment of infections that are commonly seen in emergency department setting. Administer to or advise a patient regarding appropriate treatment in cases of accidental ingestion or attempted suicide with drugs or other chemical agents.
10. Be familiar with a wide variety of laboratory tests and diagnostic studies and interpretation of results necessary in the diagnosis and treatment of patients seen in an emergency department setting.
11. Recognize altered mental status and its common causes and treatment.
12. Understand the use of and indications for standard emergency medications and administer such as ordered by the physician.
13. Be familiar with triage concepts and procedures in mass casualty situations.

**FUNCTION: Communication:** Be able to communicate in a medically professional manner (both orally and in writing) to other health care professionals and lay individuals.

**TASKS:**

1. Effectively communicate with patients and family by using a vocabulary that is familiar to both.
2. 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.
3. Maintain current problem lists.
4. Be familiar with the roles of other members of the health care team.
5. Write orders in a logical and organized fashion.
6. Fill out routine lab, ECG, prescription, and x-ray request forms (noting patient data).
7. Report communicable diseases utilizing appropriate forms and follow-up.
8. Initiate requests for patient services including Biostatistics and home nursing, school testing and evaluation, and release of medical records.
9. Write clear, concise, and relevant progress notes in the "SOAP" format.
10. Write requests for consults in the proper format.
11. Give emotional support to patient and family.
12. Write appropriate interval notes and a discharge summary.
13. Recognize and be able to communicate one's own feelings to other health care team members.

**FUNCTION: Professionalism:** Be able to appreciate the health problems of the individual patient as well as those of population groups and to approach such with an attitude of professional concern.

**TASKS:**

1. Develop a personal philosophy of health care including one's own definition of, perceived role in, and goals regarding health care.
2. Appreciate the difficulty frequently encountered by patients in their attempts to comply with therapeutic regimens and the health care delivery system.
3. Respect the patient's right to individuality and privacy and treat confidential information gained with professional discretion.
4. Develop a personal philosophy regarding the dignity and quality of human life.
5. Respect the right of the patient as a health care consumer to be informed regarding services available, cost, his/her physical status, therapy, therapeutic alternatives, and prognosis.
6. Maintain the objectivity necessary to permit logical perspective, assessment, and solution of the health problem.
7. Recognize the importance of patient education in effecting change in the health status of both in individuals and groups.
8. Appreciate the usefulness of prepared patient education materials and the importance of documenting such teaching/counseling efforts in the individual patient's medical record.
9. Appreciate the physical, emotional, social, and economic distress created by the health problem.

**FUNCTION: Referral Skills:** Be able to understand your own limitations and be able to direct patients to a source of treatment, information, etc.

**TASKS:**

1. Demonstrate the communication skills necessary to elicit an accurate differential diagnosis.
2. Be familiar with the roles of other members of the health care community and be able to refer patients appropriately.
3. Respect the rights of the patient as health care consumers to be informed regarding different options of treatment.
4. Recognize the importance of patient education in effecting change in health status.
5. Document such referral in the individual patient's record.
6. Follow up with patient as to satisfaction/dissatisfaction with referral.



## **APPENDIX B**

### **SOUTH UNIVERSITY 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:**

**ALWAYS OBSERVE CDC STANDARD PRECAUTIONS. Prevention is the key.**

It is the policy of the South University Physician Assistant Program to follow the guidelines and recommendations made by the Center for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA) regarding STANDARD PRECAUTIONS, category specific isolation precautions and guidelines to prevent occupational exposure to blood and body fluid pathogens. Before beginning any clinical education experience through the South University Physician Assistant Program, students must receive training regarding CDC STANDARD PRECAUTIONS for Blood borne Pathogens.

#### **STANDARD PRECAUTIONS**

“STANDARD PRECAUTIONS” is an approach to infection control. According to the concept of STANDARD PRECAUTIONS, all human blood and body fluids are treated as known to be infectious for HIV (Human Immunodeficiency Virus) HBV (Hepatitis B Virus), and other blood borne pathogens.

Universal barrier precautions must be used while delivering direct patient care, during all other student learning experiences when contact with anybody substance/fluid is anticipated and when handling or cleaning any contaminated item or surface. STANDARD PRECAUTIONS must be maintained for all patient care regardless of the diagnosis or lack of diagnosis. All health-care workers should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any patient is anticipated.

## **STANDARD PRECAUTIONS include the following:**

Wash hands. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed. Wear gloves for touching blood and body fluids, mucous membranes, or non-intact skin of all patients, for handling items or surfaces soiled with blood or body fluids, and for performing venipuncture and other vascular access procedures. Gloves should be changed after contact with each patient. Masks and protective eyewear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose, and eyes. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.

To prevent needle stick injuries, needles should **not** be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for disposal. Large-bore reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.

### **Personal Protective Equipment –**

Personal Protective Equipment (PPE) such as masks, face shields, eye protection, aprons, and gowns should be located in each hospital or clinic. Students must locate this equipment during orientation to their unit or department. PPE must be worn and disposed of properly. Students must also familiarize themselves with the location of disposable resuscitation bags or mouth shields in patient care areas. These shields or resuscitation bags must be utilized whenever mouth-to-mouth resuscitation is performed.

### **Hand-washing –**

Hand washing is the single most effective means of preventing the spread of infection. Gloves do not take the place of hand washing. Hands must be vigorously lathered for at least 10 seconds using soap and water.

### **Hands must be washed at these times –**

- Before and after contact with each patient
- Immediately after gloves are removed (disposable gloves should never be washed and reused)
- Before and after eating or drinking
- After use of the bathroom
- After use of facial tissue
- Immediately and thoroughly if contaminated with blood or other body fluids
- Before performing invasive procedures
- After touching inanimate items that are likely to be contaminated
- Before coming on duty and when duty is over

The use of antimicrobial soap, friction, and copious amounts of water is required when caring for patients on isolation/precautions.

## **EXPOSURE TO BLOODBORNE 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 to blood borne pathogens during a clinical training experience, the student is responsible

for notifying their immediate supervisor, instructor, preceptor, or department manager and following 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 adhered to after an exposure:**

**Post-Exposure Procedure:**

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). The incident should be reported immediately to the immediate supervisor, instructor, preceptor, or department manager. Prophylaxis against HIV, the virus that causes AIDS, should begin in less than 2 hours after exposure so prompt reporting of the incident is vital. Certain students may have to be excluded from HIV prophylaxis because of a potentiation of toxicity. This includes those who are pregnant or breast feeding, those with a prior history of malignancy, treatment with a myelosuppressive or nephrotoxic drug in the preceding 4 weeks, compromised bone marrow function, elevated serum BUN or creatinine, liver dysfunction, or known HIV infection. After the student has been initially evaluated post exposure, the student is responsible for any follow-up required by the CDC and regulations for post exposure care.

**EXPOSURE TO AIRBORNE OR RESPIRATORY PATHOGENS:**

Strict adherence to STANDARD PRECAUTIONS and other infection control measures should prevent a student’s exposure to airborne or respiratory pathogens. Should a student sustain a possible exposure to airborne or respiratory pathogens during a clinical training experience, the student is responsible for notifying their immediate supervisor, instructor, preceptor, or department manager and following the steps outlined in the section titled “Student Injuries Or Exposures”. The following procedure should be adhered to after an exposure:

**STUDENT INJURIES OR EXPOSURES:**

Incidents involving an injury to a student (needle stick injury/exposure to blood or body fluid or other pathogen, fall, or other accidental injury) during a clinical education experience need to be reported immediately to the student’s immediate supervisor, instructor, preceptor, or department manager. Students should report to the nearest Emergency Department for treatment if necessary. The program must be notified. If an incident occurs after regular office hours or during a weekend or holiday, leave a detailed message at (813-393-3728). If a potentially infectious exposure occurs, do not allow feelings of embarrassment, a large workload, or misplaced peer pressure prevents 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. In addition, the South University Physician Assistant Program incident form, found on the last page of this manual, must be completed and sent to the program immediately. All charges incurred by PA students for physician visits, labs or x-ray studies, and prescribed medications related to 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 Physician**

**Assistant Program, including the didactic and clinical year. 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.**

**POST EXPOSURE PROPHYLAXIS:**

If a student has immediate access to the internet, the post exposure hotline and current information is available at:

<http://www.ucsf.edu/hivcntr/Hotlines/PEPline.html>

[http://www.nccc.ucsf.edu/hiv\\_clinical\\_resources/pep\\_guidelines/](http://www.nccc.ucsf.edu/hiv_clinical_resources/pep_guidelines/)

**PEP line:** The National Clinicians' Post-Exposure Prophylaxis Hotline

Phone: **1-888-448-4911**

Hours: 24 hours / 7 days a week

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.



South University - Tampa  
Physician Assistant Program

## Incident Form

NAME \_\_\_\_\_ ID # \_\_\_\_\_

INCIDENT DATE \_\_\_\_\_ INCIDENT TIME \_\_\_\_\_ AM/PM

LOCATION OF INCIDENT \_\_\_\_\_

NATURE OF INJURY \_\_\_\_\_

INCIDENT CAUSE \_\_\_\_\_

GIVE BRIEF DESCRIPTION OF INCIDENT, INCLUDING PREDOMINATING AND CONTRIBUTING CAUSES:

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STATE CORRECTIVE ACTION TAKEN TO PREVENT RECURRENCE. INDICATE IF FURTHER INVESTIGATION IS NECESSARY:

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WAS PERSON SEEN BY A PHYSICIAN? IF SO, STATE PHYSICIAN'S NAME, ADDRESS, AND PHONE NUMBER:

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REPORT DATE/TIME: \_\_\_\_\_

DATE\TIME\METHOD PROGRAM WAS NOTIFIED: \_\_\_\_\_

NAME OF PERSON PREPARING REPORT: \_\_\_\_\_

SIGNATURE OF STUDENT INJURED: \_\_\_\_\_