



**California Baptist University**  
**Master of Science in Physician Assistant Studies**

**STUDENT HANDBOOK**  
**POLICIES AND GUIDELINES**  
**2026-2027**

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## WELCOME

California Baptist University and the faculty and staff of the Master of Science in Physician Assistant Studies program welcome you! We congratulate you on your accomplishment and look forward to assisting you in achieving your career goal of becoming a practicing physician assistant. The path you have chosen is intense, yet highly rewarding. In addition to guiding, you through the academic and clinical phases, the program will also instill professionalism and empathy, traits that are essential in the arena of patient care.

The Student Handbook provides information about the policies, procedures and requirements for successful navigation and completion of the program. The information provided is not all-inclusive and school-wide policies and procedures are also covered in the California Baptist University Student Handbook. Additional information will be distributed and/or discussed throughout the course of the program. Program policies apply to all students, all principal faculty and the program director at all locations, unless otherwise superseded by agreement, such as with clinical sites. Questions about policies, requirements, and procedures may be directed to faculty, staff, or the Program Director for clarification. You are encouraged to refer to the handbook frequently for information. Please retain this handbook for the duration of the program.

You are also required to detach the Statement of Acknowledgement form, sign, date, and then return it to the Didactic Administrative Support Specialist no later than two weeks from receipt of the handbook.

### Welcome!

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## STATEMENTS OF ACKNOWLEDGMENT

I have received a copy of the California Baptist University, *Master of Science in Physician Assistant Studies Student Handbook*. I agree to read this and to follow the **academic integrity, professionalism, policies and protocols** as outlined.

---

Name (print)

Signature

Date

### Artificial Intelligence Guidelines

California Baptist University has prepared guidelines to assist students with appropriate practices for use of artificial intelligence (AI) in the classroom. As AI utilization is anticipated to become more prevalent in society at large, students must be aware of the inherent dangers to personal security, confidentiality, open-domain, and academic integrity endemic to the nature of AI utilization.

University Guidelines for AI

<https://calbaptist.box.com/s/69suoveq1frvxxtedigtr8sn0zprgvtw>

I \_\_\_\_\_ acknowledge and accept the CBU Article Intelligence guidelines.

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Name (print)

Signature

Date

Note: This handbook reflects the current standards of the University and the Department. Every effort is made to be accurate and inclusive, but this booklet may not cover all possible situations. The *Master of Science in Physician Assistant Studies Student Handbook* should be used in combination with the *California Baptist University Student Handbook*.

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## ACCREDITATION STATUS (A3.11a)

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **California Baptist University Physician Assistant Program** sponsored by **California Baptist University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **September 2030**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

### **About the ARC-PA:**

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) is the accrediting agency that protects the interests of the public and PA profession by defining the standards for PA education and evaluating PA educational programs within the territorial United States to ensure their compliance with those standards.

The ARC-PA encourages excellence in PA education through its accreditation process, by establishing and maintaining minimum standards of quality for educational programs. It awards accreditation to programs through a peer review process that includes documentation and periodic site visit evaluation to substantiate compliance with the Accreditation Standards for Physician Assistant Education. The accreditation process is designed to encourage sound educational experimentation and innovation and to stimulate continuous self-study and improvement. These Standards are to be used for the development, evaluation, and self-analysis of physician assistant programs.

## MISSION, VISION, GOALS AND OUTCOMES

### *California Baptist University*

**Mission:** California Baptist University believes each person has been created for a purpose. CBU helps students understand and engage this purpose by providing a Christ-centered educational experience that integrates academics with spiritual and social development opportunities. Graduates are challenged to become individuals whose skills, integrity and sense of purpose glorify God and distinguish them in the workplace and in the world.

**University Student Objectives (USOs):** The University seeks to provide academic programs that prepare students for professional careers, as well as co-curricular programs that foster an environment supporting the intellectual, physical, social and spiritual development of each student. Within these arenas of the student experience, the University, through its faculty and administration, has identified student outcomes as desirable and reflective of the impact it seeks to have in the lives of its students. Upon completion of a degree program, each student at California Baptist University should be able to:

- Demonstrate spiritual literacy, including Biblical Christian faith and practice, Baptist perspectives and the Christian's role in fulfilling the Great Commission.
- Respect diverse religious, cultural, philosophical, and aesthetic experiences and perspectives.
- Use critical thinking skills to demonstrate literacy: listening, speaking, writing, reading, viewing, and visual representing.
- Demonstrate competence in mathematical, scientific, and technological skills.
- Transfer academic studies to a profession and the workplace.
- Implement a personal and social ethic that results in informed participation in multiple levels of community.

California Baptist University Physician Assistant program will prepare graduates who are globally minded and academically prepared to provide quality health care in their communities and to under-served populations. In support of the university's mission, the program will fulfill the "Core-4" outcomes by producing students that are academically prepared, biblically rooted, globally minded and equipped to serve.

- CBU PA program graduates will become leaders in the community and in the profession.
- CBU PA program will have established relationships with community health systems.
- CBU PA program will have established clinical sites in medically underserved areas.
- CBU PA program will have established inter-professional relationships with other programs within CBU and with other local institutions.
- Graduates of the CBU PA program will return to the institution as PA educators.

These outcomes, referred to as the "Core 4", are succinctly distilled as follows:

1. Academically Prepared
2. Biblically Rooted

3. Globally Minded
4. Equipped to Serve

**Goals:** The Master of Science in Physician Assistant Studies (MSPAS) program learning outcomes (PLO's) will prepare entry level medical professionals to augment the physician (MD and DO) in providing medical and patient care responsibilities within the healthcare system. The program will encourage graduates to provide service to underserved populations. The physician assistant program will graduate students who will be able to:

**PLO-1 Medical Knowledge:**

- Utilizing medical knowledge and technical skills in the systematic process of patient evaluation, diagnosis, and treatment. (USO-3, 4, 5)

**PLO-2 Clinical Reasoning Skills:**

- Incorporate critical thinking and problem-solving skills when evaluating, diagnosing, and providing treatment for patients. (USO-3,4,5)

**PLO-3 Ethical Patient Care:**

- Provide patient care consistent with current evidence-based guidelines and legal and ethical standards (USO-2,5,6)

**PLO-4 Professionalism:**

- Demonstrates the highest standards of conduct with empathy, cultural sensitivity, and spiritual integration with respect for patients, their families, and other healthcare providers throughout medical practice. (USO-2, 5, 6)

**PLO-5 Interprofessional:**

- Practice team-based, inter-professional health care. (USO-2, 5, 6)

**PLO-6 Leadership & Service:**

- Acquire knowledge and skills to provide holistic medical care & humanitarian service to underserved populations locally and globally. (USO-2, 5, 6)

**PHYSICIAN ASSISTANT CORE COMPETENCIES (A3.11g)**

Students will acquire the necessary program competencies and learning outcomes are tied to program learning outcomes (PLOs) for successful entry into PA professional practice. The development of these competencies and learning outcomes for the CBU Program was guided by three sources: AAPA's *Competencies for the Physician Assistant Profession* (revised in 2012), the National Commission on Certification of Physician Assistants (NCCPA) led an effort with three other national PA organizations (Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), and Physician Assistant Education Association (PAEA) – [Competencies for the PA Profession, amended 2021](#).

## **1. Medical & Technical Knowledge (MTK)**

- PLO-1: Medical Knowledge: Utilizing medical knowledge and technical skills in the systematic process of patient evaluation, diagnosis, and treatment.

## **2. Interpersonal and Communication Skills (ICS)**

- PLO-3: Ethical Patient Care: Provide patient care consistent with current evidence-based guidelines and legal and ethical standards.
- PLO-4: Professionalism: Demonstrates the highest standards of conduct with empathy, cultural sensitivity, and spiritual integration with respect for patients, their families, and other healthcare providers throughout medical practice.
- PLO-5: Interprofessional: Practice team-based, inter-professional health care.

## **3. Person-Centered Care (PCC)**

- PLO-3: Ethical Patient Care: Provide patient care consistent with current evidence-based guidelines and legal and ethical standards.
- PLO-4: Professionalism: Demonstrates the highest standards of conduct with empathy, cultural sensitivity, and spiritual integration with respect for patients, their families, and other healthcare providers throughout medical practice.

## **4. Interprofessional Collaboration (IPE)**

- PLO-5: Interprofessional: Practice team-based, inter-professional health care.

## **5. Professionalism and Ethics (PE)**

- PLO-3: Ethical Patient Care: Provide patient care consistent with current evidence-based guidelines and legal and ethical standards.
- PLO-4: Professionalism: Demonstrates the highest standards of conduct with empathy, cultural sensitivity, and spiritual integration with respect for patients, their families, and other healthcare providers throughout medical practice.

## **6. Practice-Based Learning and Quality Improvement (PBL-QI)**

- PLO-2: Clinical Reasoning Skills: Incorporate critical thinking and problem-solving skills when evaluating, diagnosing, and providing treatment for patients.
- PLO-3: Ethical Patient Care: Provide patient care consistent with current evidence-based guidelines and legal and ethical standards.

## **7. Society and Population Health (SPH)**

- PLO-4: Professionalism: Demonstrates the highest standards of conduct with empathy, cultural sensitivity, and spiritual integration with respect for patients, their families, and other healthcare providers throughout medical practice.
- PLO-6: Leadership & Service: Acquire knowledge and skills to provide holistic medical care, & humanitarian service to underserved populations locally and globally.

**Department of Physician Assistant Sciences**

**Master of Science in Physician Assistant Studies Curriculum Outline 2025-2026**

In person course unless otherwise indicated\* (A3.11d,e)

***Didactic (Year One)***

<b>Term 1-Fall 2026</b>		
<b>Course #</b>	<b>Description</b>	<b>Semester Hrs.</b>
PAS 501	Human Anatomy & Physiology I	4.0
PAS 506	Medical Microbiology and Infectious Disease	3.0
PAS 510	History & Physical Examination I	4.0
PAS 513	Pathophysiology of Disease I	2.0
PAS 520	Pharmacology & Pharmacotherapeutics I	3.0
PAS 525	Clinical Skills I	3.0
PAS 530	Clinical Medicine I	3.5
PAS 535	Global Health Engagement	1.0
IPE 510	Interprofessional Education: Exposure	0.0
	<b>Total Semester Hours</b>	<b>23.5</b>
<b>Break</b>		
<b>Term 2-Spring 2027</b>		
PAS 502	Human Anatomy & Physiology II	4.0
PAS 511	History & Physical Examination II	4.0
PAS 514	Pathophysiology of Disease II	2.0
PAS 515	Research Methodology	1.5
PAS 516	Professional Practice & Policy	2.0
PAS 521	Pharmacology & Pharmacotherapeutics II	3.0
PAS 526	Clinical Skills II	3.0
PAS 531	Clinical Medicine II	4.5
IPE 520	Interprofessional Education: Immersion	0.0
	<b>Total Semester Hours</b>	<b>24</b>
<b>Break</b>		
<b>Term 3-Summer 2027</b>		
PAS 505	Health Care Ethics	1.5
PAS 512	History & Physical Examination III	4.0
PAS 522	Medical Genetics	1.5
PAS 523	Health Promotion, Disease Prevention, & Epidemiology	2.0
PAS 524	Behavioral Medicine	2.0
PAS 532	Clinical Medicine III	3.0
PAS 533	Adolescent and Pediatric Medicine	3.0
PAS 534	Women's Health	2.5
PAS 540	Acute Clinical Reasoning	3.0
	<b>Total Semester Hours</b>	<b>22.5</b>
<b>Break</b>		

***Clinical (Year Two)***

<b>Term 4 - Fall 2027</b>	
Clinical Clerkship 1	5.0
Clinical Clerkship 2	5.0
Clinical Clerkship 3	5.0
<b>Total Semester Hours</b>	<b>15.0</b>
<b>Board Review</b>	
<b>Term - 5 Spring 2028</b>	
Clinical Clerkship 4	5.0
Clinical Clerkship 5	5.0
Clinical Clerkship 6	5.0
IPE 530 Interprofessional Education: Competence	1.0
<b>Total Semester Hours</b>	<b>16.0</b>
<b>Board Review</b>	
<b>Term - 6 Summer 2028</b>	
Clinical Clerkship 7	5.0
Clinical Clerkship 8	5.0
Clinical Clerkship 9	5.0
<b>Total Semester Hours</b>	<b>15.0</b>
<b>Board Review, Summative Exams, Check-out</b>	
<b>Total Program Hours</b>	<b>116.0</b>
<b>Clinical Clerkship Listing</b>	
<b>Course #</b>	<b>Description</b>
PAS 601	Family Medicine Clerkship
PAS 602	Internal Medicine Clerkship
PAS 603	Emergency Medicine Clerkship
PAS 604	General Surgery Clerkship
PAS 605	Adolescent & Pediatric Medicine Clerkship
PAS 606	Behavioral Medicine Clerkship
PAS 607	Women's Health Clerkship
PAS 608	Urgent Care Clerkship
PAS 609	Elective Clerkship



## **COURSE DESCRIPTIONS**

### **Didactic**

#### **PAS 501: Human Anatomy & Physiology-I (4.0 Semester Hours)**

*Purpose of the Course:* This course provides students with essential knowledge of the major anatomical regions, structures of the human body, and important physiologic functions, with correlation to health and disease.

*Course Description:* This is the first course in a two-part series devoted to the study of human anatomy and physiology. The course will cover topography, internal structures, and functions with correlations to diagnostic modalities currently used by practitioners. Case studies will illustrate the anatomical findings in classical clinical presentations of the most common chief complaints. Pertinent biochemical principles will be integrated into the course to cover cellular and subcellular structures and processes which impact health and disease. A system and an intersystem approach are used throughout and reinforced in the guided lab. Topics in A&P-I include the cardiovascular, lymphatic, respiratory, gastrointestinal, and genitourinary systems. Additional topics include water, electrolytes, acid-base balance, and nutrition and metabolism.

#### **PAS 502: Human Anatomy & Physiology-II (4.0 Semester Hours)**

*Purpose of the Course:* This course is a continuation of the study of human anatomy and physiology and is designed to provide students with essential knowledge of the major anatomical regions, structures of the human body, and important physiologic functions, with correlation to health and disease.

*Course Description:* This is the second course in a two-part series devoted to the study of human anatomy and physiology. The course will cover topography, internal structures, and functions with correlations to diagnostic modalities currently used by practitioners. Case studies will illustrate the anatomical findings in classical clinical presentations of the most common chief complaints. Pertinent biochemical principles will be integrated into the course to cover cellular and subcellular structures and processes which impact health and disease. A system and an intersystem approach are used throughout and reinforced in the guided lab. Topics in A&P-II include the integumentary, muscular, skeletal, neurological, and endocrine systems as well as human development.

#### **PAS 515: Research Methodology (1.5 Semester Hours)**

*Purpose of the Course:* This course will enable students to recognize the relevance and value of research in the medical and PA profession. Students will obtain the necessary skills to critique medical literature through

examination, evaluation, and application of research theory and methods, and have an understanding of medical writing.

*Course Description:* Students will analyze methods used in medical research and evaluate the reliability of findings. Topics include medical writing, research ethics, research paper design, and critical review of the literature using published research articles. In addition, students will also make recommendations which could improve the research process. Students will cover the essential requirements for a research paper and discuss the AMA paper format. The course will culminate in a critical analysis of peer-reviewed literature, using concepts taught in the class.

**PAS 505: Health Care Ethics (1.5 Semester Hours)**

*Purpose of the Course:* Students will develop the ability to recognize and think through ethical issues as they arise in their professional practice. They will be prepared to take ethical responsibility as part of the healthcare team and practice empathy, principles, and protocols that enhance patient welfare.

*Course Description:* The ethics course will expose the student to legal and ethical issues faced in medical practice. The course presents approaches that facilitate thinking through the complexities of ethical issues in clinical practice. In addition, representative opinions are offered. The format will include assigned readings, reflection and application papers, and class discussions. Topics include death and dying decisions, informed consent, decisional capacity, cultural and religious beliefs, euthanasia and assisted suicide, genetic screening, and the use of humans in clinical research.

**PAS 506: Medical Microbiology & Infectious Disease (3.0 Semester Hours)**

*Purpose of the Course:* The student will become familiar with microorganisms and their roles in infectious diseases in preparation for advanced coursework in pharmacology, pathophysiology and clinical medicine.

*Course Description:* The student will discuss the mechanisms of microbial pathogenicity and common organisms associated with specific infectious diseases. Students will appraise typical clinical presentation, etiology, pathophysiology, diagnostic work-up, and management of these (STI) disorders. Students will cover basic structure and physiology, pathogenicity, bacterial growth and virulence factors, and basic epidemiology. Infectious diseases covered include bacteria, fungi, parasites, mycoplasmas, rickettsias, chlamydias, spirochetes, vibrios, and viruses.

**PAS 516: Professional Practice (2.0 Semester Hours)**

*Purpose of the Course:* The goal of this course is to provide the student with information about the history, scope, practice, and future trends of the physician assistant profession. In addition, focus will be placed on information for transitioning from the role of student to the role of medical practitioner.

*Course Description:* This course is designed to acquaint the entering student with the history, development, and current status of the PA profession, as well as will be introduce principles and practices that enhance patient safety. Topics include the evolution of the PA profession, current and expected future practice trends, the PA's role as part of the healthcare team, patterns of health care delivery; political and legal factors that affect PA practice. Types of healthcare systems, billing, and patient privacy issues are also presented. In addition, the student will acquire knowledge that will enhance knowledge and skills in resume writing, job search, interviewing strategies, contract negotiation, state licensure, networking, state practice requirements, credentialing, privileging, DEA certification, and supervisory agreement. The importance of membership in professional organizations, certification, recertification, CME requirements and re-examination is also emphasized.

### **PAS 510: History & Physical Examination-I (4.0 Semester Hours)**

*Purpose of the Course:* History & Physical Examination -I is the first course in a 3-part series, which is designed to introduce the physician assistant student to the knowledge and skills needed to conduct a system-appropriate medical interview, to interact appropriately with patients, to perform the appropriate organ system physical examination and to formulate diagnoses.

*Course Description:* The course introduces the student to methods of patient evaluation. Topics include critical thinking and differential diagnosis, interviewing techniques, examination techniques, equipment use, patient responses, the culturally diverse patient, obtaining the patient history, documentation of information using the SOAP format, and the use of medical terminology. Assessment of the skin, head, neck, eyes, ears, nose, sinuses, oral cavity, chest & lungs, and nutrition are also covered. The format includes lectures, written assignments, case presentation, student presentation, role playing, vignettes, a reflection essay, and clinical skills labs.

### **PAS 511: History & Physical Examination-II (4.0 Semester Hours)**

*Purpose of the Course:* History & Physical Examination-II is the second course in a three-part series and is designed to further acquaint the physician assistant student with current methods used in evaluating and diagnosing medical conditions in the general population.

*Course Description:* The course is a continuation of the Physical Diagnosis series and exposes the physician assistant student to the techniques of obtaining a patient history, performing a physical examination, and formulating diagnoses. Information is presented in a lecture format, which is followed by a guided practical lab, a practice session, and then testing of the material covered. The student will develop skills in interviewing techniques, proper use of equipment, history taking, note writing, performing examinations, and correlating signs and symptoms with disease processes. Topics covered in this section include the heart, the peripheral vascular system, the abdomen, the acutely ill patient, the male genitalia and patient write-up. During this course, the student will also perform clinical skills checkoffs. Upon completion of this course, the student

should be able to present the information obtained, in the proper written and oral format, and be able to perform the appropriate system examination.

**PAS 512: History & Physical Examination-III (4.0 Semester Hours)**

*Purpose of the Course:* History & Physical Examination-III is the final course in the three-part physical diagnosis series and is designed to further acquaint the physician assistant student with current methods used in evaluating and diagnosing medical conditions in the general population.

*Course Description:* The course is a continuation of the History & Physical Examination series and exposes the physician assistant student to the techniques of obtaining a patient history, performing a physical examination, and formulating diagnoses. Information is presented in a lecture format, which is followed by a guided practical lab, a practice session, and then testing of the material covered. Methods utilized will include interviewing techniques, proper use of equipment, history taking, note writing, performing examinations, OSCEs, and correlating signs and symptoms with disease processes. Systems covered in this section include the pediatric patient, musculoskeletal system, breast, pregnant female, nervous system and the geriatric patient. The practical culmination will be the performance of a comprehensive physical examination. Upon completion of this course, the student should be able to present the information obtained, in the proper written and oral format, and be able to perform the appropriate examination.

**PAS 513: Pathophysiology of Disease-I (2.0 Semester Hours)**

*Purpose of the Course:* The physician assistant student will become familiar with the pathogenesis, pathology, and clinical manifestations of disease, as organized by system. In doing so, the student will gain the fundamental knowledge essential for further study and management of disease processes.

*Course Description:* This is the first course in a two-part series which provides an introduction to the pathophysiology of disease. The course covers a review of relevant normal structure and function of human organ systems, followed by a study of pathophysiological mechanisms that underlie diseases related to that system. Topics covered include cardiovascular, blood, pulmonary, gastrointestinal, liver, exocrine pancreatic, renal, and male reproductive disease. Topics will be covered in coordination with the clinical pharmacology and clinical medicine series.

**PAS 514: Pathophysiology of Disease-II (2.0 Semester Hours)**

*Purpose of the Course:* The physician assistant student will become familiar with the pathogenesis, pathology, and clinical manifestations of disease as organized by system. In doing so, they will obtain the fundamental knowledge essential for further study and management of disease processes.

*Course Description:* This is the second course in a two-part series providing a continuing introduction to the pathophysiology of disease. The course covers a review of relevant normal structure and function of human organ systems, followed by a study of pathophysiological mechanisms that underlie diseases related to that system. Topics covered include immunologic, rheumatologic, endocrine, nervous system, infectious, and hematologic disease processes, as well as neoplasia.

**PAS 520: Pharmacology & Pharmacotherapeutics-I (3.0 Semester Hours)**

*Purpose of the Course:* This course familiarizes the student with the principles of pharmacology and the application of pharmacotherapeutics. The student will be introduced to clinical pharmacotherapeutics and the rational use of drugs for the diagnosis, treatment, and prevention of diseases encountered in the primary care setting.

*Course Description:* This is the first course in a two-course series which must be taken sequentially. The essentials of pharmacotherapeutics, pharmacodynamics and applicable biomechanisms will be applied to the care and treatment of pediatric, adult and geriatric patients. The course will utilize case studies to develop critical thinking in considering treatment guidelines and indications and contraindications of medications. Application of concepts will be demonstrated through case presentations.

**PAS 521: Pharmacology & Pharmacotherapeutics-II (3.0 Semester Hours)**

*Purpose of the Course:* This course familiarizes the student with the principles of pharmacology and the application of pharmacotherapeutics. The student will be introduced to clinical pharmacotherapeutics and the rational use of drugs for the diagnosis, treatment, and prevention of diseases encountered in the primary care setting.

*Course Description:* This is the second course in a two-course series which must be taken sequentially. It offers continued study of the essentials of pharmacology as applied to the care and treatment of pediatric, adult and geriatric patients. The course utilizes case studies to develop critical thinking in considering treatment guidelines and indications and contraindications of medications. Application of concepts will be demonstrated through case presentations.

**PAS 522: Medical Genetics (1.5 Semester Hours)**

*Purpose of the Course:* This course will enable the physician assistant to develop an understanding of the human genome and the mechanisms and patterns of inheritance in humans. Students will achieve literacy in human genetics and understand the relationship of medical genetics to other health disciplines and to health

and disease. The student will gain an understanding of common genetic disorders, pre-and post-natal genetic testing, and how to interpret genetic tests, family history and genealogical trees.

*Course Description:* The student will study the basic principles of heredity (including cytogenetics, molecular and Mendelian genetics) and the processes that lead to genetic variability in humans. We will look at how different genetic mutations and chromosomal abnormalities can give rise to genetic disorders. Through a few select genetic disorders, we will become aware of their genetic causes, genetic testing, clinical manifestations of genetic diseases, as well as physical, psychological and social impacts of these disorders on patients. We will also consider recent discoveries from human genomics and pharmacogenetics that have influenced post-symptomatic treatment strategies and pre-symptomatic prevention-based healthcare. The course will include workshop sessions to solve genetic problems as problem-based learning is a proven method and is well-suited to medical genetics because it involves integration of skills and knowledge from many fields.

### **PAS 523: Health Promotion & Disease Prevention & Epidemiology (2.0 Semester Hours)**

*Purpose of the Course:* This course provides information to educate the clinician about the importance of incorporating preventive measures and health promotion in all patient encounters.

*Course Description:* The course provides strategies for fostering a provider-patient partnership, and tools for effectively communicating healthy lifestyles. Students will be presented with current information about various conditions commonly seen in the clinical setting. Topics include benefits of prevention, barriers to preventive care, historical perspectives, shared decision-making, selectivity of ordering tests, and improving the delivery of preventive clinical services. Particular attention will be paid to Healthy People 2030. The course also covers selected topics dealing with aspects of preventive medicine and population health. It explores the efficacy of lifestyle modification in optimizing health. Specific topics include nutrition across lifespan, environmental health, travel immunizations, abnormal lab results, human sexuality and gender dysphoria, and oral health care.

### **PAS 524: Behavioral Medicine (3.0 Semester Hours)**

*Purpose of the Course:* This course will enable the student to practice clinical medicine with insight into the social and behavioral methods that promote empathy, cultural competency, communication and collaborative care.

*Course Description:* This course is designed to provide an overview of the psychological and social factors that influence human behavior. It focuses on factors that shape health behaviors and response to stressors. In addition, students are taught how behavior can be influenced by illness, leading at times to poor coping skills, and physical and mental manifestations. Topics covered include psychological models of the mind, development through the life cycle, sleep, sexuality, violence, and reaction to illness. Students will learn how to take a proper mental health history and perform a Mini-Mental Status Examination.

**PAS 525: Clinical Skills & Procedures-I (3.0 Semester Hours)**

*Purpose of the Course:* This course introduces students to the basic skills and knowledge needed to evaluate and treat common illnesses and injuries and for case presentation to a preceptor.

*Course Description:* This is the first of a two-part clinical skills lab sequence providing a practical approach to management of medical and minor surgical conditions. This course covers the clinical considerations for laboratory tests based on patient presentation, indications, interpretation of lab results, and clinical findings with correlation to disease processes. The course incorporates both observation and performance of selected laboratory and clinical procedures applicable to primary care settings. Topics include aseptic techniques, venipuncture, suturing techniques, incision and drainage, wound packing, local anesthesia techniques, urinalysis – routine and microscopic, and other dermatologic procedures.

**PAS 526: Clinical Skills & Procedures-II (3.0 Semester Hours)**

*Purpose of the Course:* This course introduces students to the basic skills and knowledge needed to evaluate and treat common illnesses and injuries, case presentation, and prepares the student for board-like examination.

*Course Description:* This is the second of a two-part lab sequence providing a practical approach to management of medical and surgical conditions. Topics include radiological approach to lung, heart, musculoskeletal, gastrointestinal, and renal diagnostic tests and procedures, peripheral venous catheterization, splinting and casting, surgical gowning and gloving protocol, lumbar punctures, blood sugar testing, joint aspiration/injection, and miscellaneous urgent care/primary care procedures. In addition, students will learn through communication simulation through the delivery of Bad News OSCE exam.

**PAS 530: Clinical Medicine-I (3.5 Semester Hours)**

*Purpose of the Course:* This course will familiarize the student with aspects of clinical care in preparation for clinical clerkships.

*Course Description:* This course exposes students to common medical and surgical disorders encountered in general adult medicine. Students will appraise typical clinical presentation, etiology, pathophysiology, diagnostic work-up, and management of these disorders. A correlational approach, and interaction with physical diagnosis, pharmacology, and clinical diagnostics will be incorporated. Body systems covered include head/eyes/ears/nose/throat (HEENT), pulmonic, cardiologic, and dermatologic.

**PAS 531: Clinical Medicine-II (4.0 Semester Hours)**

*Purpose of the Course:* This course will familiarize the student with aspects of clinical care in preparation for clinical clerkships.

*Course Description:* This course further exposes students to common medical and surgical disorders encountered in general adult medicine. Students will appraise typical clinical presentation, etiology, pathophysiology, diagnostic work-up, and management of these disorders. A correlational approach, and interaction with physical diagnosis, pharmacology, and clinical diagnostics will be incorporated. Body systems covered include: musculoskeletal, endocrine, renal, urinary, and gastrointestinal.

**PAS 532: Clinical Medicine-III (3.0 Semester Hours)**

*Purpose of the Course:* This course will familiarize the student with aspects of clinical care in preparation for clinical clerkships.

*Course Description:* This course further exposes students to common medical and surgical disorders and procedures encountered in the adults with an emphasis on geriatric populations. Students will appraise normal physiologic aging as contrasted to pathological processes, etiology, pathophysiology, diagnostic work-up, and management of these disorders. A correlational approach, and interaction with physical diagnosis, pharmacology, and clinical diagnostics will be incorporated. Emergency, geriatric, neurological, and hematological medical practice including history, physical assessment, diagnosis and treatment will be incorporated.

**PAS 533: Pediatrics and Adolescent Medicine (4.0 Semester Hours)**

*Purpose of the Course:* This course will familiarize the student with aspects of clinical care in preparation for clinical clerkships.

*Course Description:* This course exposes students to common medical and surgical disorders in the newborn, pediatric and adolescent populations. Students will review pertinent anatomic and pathophysiologic aspects of disease conditions, clinical presentation, physical findings, diagnostic work-up, diagnosis, preventative vaccinations, formulation of treatment plans, and referrals. In addition, students will obtain knowledge pertinent to the physical and psychosocial development of patients in the newborn to adolescent age group and learn strategies for interviewing, performing evaluations, screening exams, and providing anticipatory guidance.

**PAS 534: Women's Health (3.0 Semester Hours)**

*Purpose of the Course:* This course is designed to provide the student with an understanding of health issues specific to women across their lifespan.

*Course Description:* This course exposes students to common conditions in caring for the female patient across the lifespan including pregnancy, labor and delivery, and menopause. Students will appraise the etiology, pathophysiology, clinical presentation, diagnostic work-up, and management of common issues in women's health.

**PAS 535: Global Health Engagement (1.0 Semester Hours)**

*Purpose of the Course:* This course is designed to expose the physician assistant student to the issue of medically underserved populations in the United States and other parts of the world and to encourage volunteerism through Christian-based medical mission.

*Course Description:* This seminar provides the student with information and strategies for acquiring cultural awareness and sensitivity, understanding the status of global health, and identifying opportunities for medical missions in overseas, and rural and medically underserved areas in the United States. Students will learn about legal and practical aspects for practicing in these locations, and the unique issues such as predominance of diseases/medical conditions, networking and utilization of existing resources, and humanitarian outreach.

**PAS 540: Acute Clinical Reasoning (3.0 Semester Hours)**

*Purpose of the Course:* This course emphasizes clinical reasoning and assessment skills in the management of acute medical and surgical care.

*Course Description:* It would provide students with an overview of emergency medicine and surgical practice with an emphasis on the necessary skills and rationale for exam, diagnostic testing, and management plans required to give treatment to those with life-threatening illness and injuries. The course will introduce current diagnosis and treatment for commonly encountered medical emergencies. The student should be able to develop a working knowledge and framework for the evaluation and treatment of common medical and surgical procedures.

**IPE 510: Interprofessional Education: Exposure (0.0 Semester Hours, Pass/Fail)**

*Purpose of Course:* This IPE introductory course provides exposure to learners early in their educational programs.

*Course Description:* Students will engage in activities that offer knowledge-based information, focused on "describing roles and responsibilities" and "demonstrating awareness of interprofessional (IP) communication and teamwork in the context of shared curricular topics required across health professions. An introductory level hybrid course of Inter-Professional Education Collaborative (IPEC) competencies and an end of course seminar for all students will be required.

**IPE 520: Interprofessional Education: Immersion (0.0 Semester Hours, Pass/Fail)**

*Purpose of Course:* This course is designed to engage intermediate learners in their educational program together through their own programs activities that provide opportunities to continue to build upon IPE competencies.

*Course Description:* Students will integrate multifaceted active teaching methods such as simulation; problem-based learning, clinical practicum, community-based projects, service learning, and other IPE activities. This course will provide online learning to assess student outcomes in IPE ethical reasoning, decision making and attitude as it relates to interprofessional team functioning to maximize reflection in providing quality and safe patient and/or community care.

**IPE 530: Interprofessional Education: Competency (1.0 Semester Hours, Pass/Fail)**

*Purpose of Course:* This course will integrate advanced learners to work collaboratively as appropriate, to assess, plan, provide care/intervention and make decisions to optimize client/patient, family, and community health outcomes and improve quality of care through a university-wide IPE simulation.

*Course Description:* Students will draw upon previously learned knowledge, skills, and attitudes related to the four domains of IPE education to effectively apply leadership qualities that support collaborative practice, and team effectiveness. At the end of this course students will receive a certificate of IPE completion for resume demonstrating collaborative practice readiness.

## Clinical

### **PAS 601: Family Medicine Clerkship (5.0 Semester Hours)**

*Purpose of the Course:* The clerkship in Family Medicine provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate knowledge and skills in the area of primary care medicine.

*Course Description:* This five-week outpatient rotation reinforces and expands on knowledge and concepts acquired during the didactic phase of the program through practical applications. Working as part of a healthcare team, the student will develop proficiency in patient history-taking, evaluation, diagnosis, and management of medical conditions seen in the pediatric to geriatric populations, and in both genders. In addition, the student will expand didactic general medicine principles to clinical situations and refine clinical psychomotor skills. The student will engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition, the student will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication. The student works under the supervision of a licensed clinical preceptor and undergoes an end-of-rotation evaluation. **Hours:** 40 plus hours per week

### **PAS 602: Internal Medicine Clerkship (5.0 Semester Hours)**

*Purpose of the Course:* The clerkship in Internal Medicine provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate clinical knowledge and skills.

*Course Description:* This five-week in-patient/out-patient rotation reinforces and expands on knowledge and concepts acquired during the didactic phase of the program through practical applications. Working as part of a healthcare team, the student will develop proficiency in patient history-taking, evaluation, diagnosis, and management of medical conditions seen in the pediatric to geriatric populations, and in both genders. In addition, the student will expand didactic general medicine principles to clinical situations and refine clinical psychomotor skills. The student will engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition, the student will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication. The student will work under the supervision of a licensed and board-certified clinical preceptor and undergo an end-of-rotation evaluation. **Hours:** 40 plus hours per week.

### **PAS 603: Emergency Medicine Clerkship (5.0 Semester Hours)**

*Purpose of the Course:* The clerkship in Emergency Medicine provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate clinical knowledge and skills.

*Course Description:* This five-week out-patient rotation focuses on triage, evaluation, and management of injury and illness in acute and emergency presentations and reinforces and expands on knowledge and

concepts acquired during the didactic phase of the program through practical applications. Working as part of a healthcare team, the student will develop proficiency in patient history-taking, evaluation, diagnosis, and management of medical conditions seen in the pediatric to geriatric populations, and in both genders. In addition, the student will expand didactic general medicine principles to clinical situations and refine clinical psychomotor skills. The student will engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition to gaining specific skills in Emergency Medicine, the student will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication. The student will work under the supervision of a licensed and board-certified clinical preceptor and undergo an end-of-rotation evaluation. **Hours:** 40 plus hours per week.

**PAS 604: General Surgery Clerkship (5.0 Semester Hours)**

*Purpose of the Course:* The clerkship in General Surgery provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate clinical knowledge and skills.

*Course Description:* This five-week in-patient/out-patient rotation focuses on general and specific principles of evaluating and treating surgical patients and expands on knowledge and concepts acquired during the didactic phase of the program through practical applications. It provides the student with a working knowledge of surgical principles and is not meant make the student an expert surgical provider. Working as part of a healthcare team, the physician assistant student will learn how to evaluate, diagnose, manage, and refer patients presenting with surgical conditions. The student will perform pre-operative workups and post-operative documentation and care for patients. In addition, students will assist in the operating room as part of a surgical team. The student will refine techniques in gowning, gloving, instrumentation, suturing, asepsis, and first/second assisting. The rotation will cover surgical conditions across all body systems, patients across the lifespan, and both genders. In addition to gaining specific skills in General Surgery, the student will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication. The student will work under the supervision of a licensed and board-certified clinical preceptor and undergo an end-of-rotation evaluation. **Hours:** 40 plus hours per week.

**PAS 605: Adolescent & Pediatric Medicine Clerkship (5.0 Semester Hours)**

*Purpose of the Course:* The clerkship in Adolescent & Pediatric Medicine provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate clinical knowledge and skills.

*Course Description:* This five-week in-patient/out-patient rotation focuses on general and specific principles of evaluating and treating patients in the pediatric and adolescent age groups of both genders and expands on knowledge and concepts acquired during the didactic phase of the program through practical applications. The student will learn how to perform common pediatric treatment procedures, recognize developmental milestones, and manage life-threatening conditions. In addition, the student will perform drug dosage calculations, provide immunizations, conduct well-child and school physicals, and

provide health promotion and disease prevention education. In addition to gaining specific skills in general medical practice, the student will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication. The student will work under the supervision of a licensed and board-certified clinical preceptor and undergo an end-of-rotation evaluation. **Hours:** 40 plus hours per week.

**PAS 606: Behavioral Medicine/Psychiatry Medicine Clerkship (5.0 Semester Hours)**

*Purpose of the Course:* The clerkship in Behavioral Medicine/Psychiatry provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate clinical knowledge and skills.

*Course Description:* This five-week in-patient/out-patient rotation focuses on patients with emotional and psychiatric conditions. Concepts of psychopathology, psychotherapeutics, and patient interviewing techniques are correlated with patient histories, diagnoses, and treatment plans. The student will develop skills to manage patients' responses to psychiatric illness along the lifespan, and in both genders. In addition to gaining specific skills in behavioral/psychiatric medical practice, the student will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication. The student will work under the supervision of a licensed and board-certified clinical preceptor and undergo an end-of-rotation evaluation. **Hours:** 40 plus hours per week.

**PAS 607: Women's Health Clerkship (5.0 Semester Hours)**

*Purpose of the Course:* The clerkship in Women's Health provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate clinical knowledge and skills.

*Course Description:* This five-week in-patient/out-patient rotation provides students with opportunities to apply the principles of pathophysiology, physical diagnosis, clinical lab diagnostics, and therapeutics in treating women from adolescence through their later years. Students will develop and refine skills in performing pelvic examinations, saline-preps, KOH preps, specimen collection, and some minor surgical procedures such as abscess incision and drainage. Students will evaluate, diagnose, and treat women with conditions such as menstrual irregularities, sexually transmitted diseases, breast conditions, genitourinary symptoms, and neoplasia/cancer of the reproductive tract. In addition, students will be involved in providing family planning, contraception, prenatal care, preventive education and health promotion related to issues in women's health. In addition to gaining specific skills in general medical practice, the student will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication. The student will work under the supervision of a licensed and board-certified clinical preceptor and undergo an end-of-rotation evaluation. **Hours:** 40 plus hours per week.

**PAS 608: Urgent Care Clinical Clerkship (5.0 Semester Hours)**

*Purpose of the Course:* The clerkship in Urgent Care medicine provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate knowledge and skills in the area of urgent care medicine.

*Course Description:* This five-week outpatient rotation reinforces and expands on knowledge and concepts acquired during the didactic phase of the program through practical applications. Working as part of a healthcare team, the student will develop proficiency in patient history-taking, evaluation, diagnosis, and management of medical conditions seen in the pediatric to geriatric populations, and all genders. In addition, the student will expand didactic urgent care principles to clinical situations and refine clinical psychomotor skills. The student will engage in learning activities that include patient examination, diagnostic laboratory ordering and interpretation, pharmacotherapeutics, treatment modalities, patient referral, follow-up evaluation, case presentations, and patient history and findings documentation. In addition to gaining specific skills in the urgent care setting, the student will continue to develop skills in clinical problem-solving, evidence-based medicine, inter-professional practice, and effective communication. The student works under the supervision of a licensed clinical preceptor and will undergo an end-of-rotation evaluation. **Hours:** 40 plus hours per week

#### **PAS 609: Elective Clinical Clerkship (5.0 Semester Hours)**

*Purpose of the Course:* The Elective-II clerkship provides practical clinical exposure opportunities for the physician assistant student to expand, refine and integrate clinical knowledge and skills.

*Course Description:* This five-week clerkship is an opportunity for students to gain additional or new clinical experience. During this rotation students may choose to return to a previous rotation or pursue studies in another area of clinical interest. Students work under the supervision of a licensed clinical preceptor and undergo an end of rotation evaluation. **Hours:** 40 plus hours per week.

## **CODE OF ETHICS OF THE PHYSICIAN ASSISTANT PROFESSION**

### ***Statement of Values of the Physician Assistant Profession***

*Adopted from AAPA Guidelines for Ethical Conduct for the Physician Assistant Profession (Adopted 2000, amended 2004, 2006, 2007, 2008, 2013, reaffirmed 2017).*

To review the full document visit:

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

- Physician assistants hold as their primary responsibility the health, safety, welfare, and dignity of all human beings.
- Physician assistants uphold the tenets of patient autonomy, beneficence, non-maleficence, and justice.
- Physician assistants recognize and promote the value of diversity.
- Physician assistants treat equally all persons who seek their care.
- Physician assistants hold in confidence the information shared in the course of practicing medicine.
- Physician assistants assess their personal capabilities and limitations, striving always to improve their medical practice.
- Physician assistants actively seek to expand their knowledge and skills, keeping abreast of advances in medicine.
- Physician assistants work with other members of the healthcare team to provide compassionate and effective care of patients.
- Physician assistants use their knowledge and experience to contribute to an improved community.
- Physician assistants respect their professional relationship with physicians.
- Physician assistants share and expand knowledge within the profession.

### **TECHNICAL STANDARDS**

In order to successfully complete the requirements of the physician assistant curriculum, each student admitted to the program must be able to perform certain cognitive and technical skills. This necessitates the use of the senses (sight, smell, audition and touch); the ability to effectively communicate, and the use of coordination, balance and motor strength. In addition, candidates must also have the ability to develop the intellectual capacity, bedside manners, and technical skills that are required to successfully perform the functions of a competent

physician assistant. Candidates who are accepted as students in the physician assistant program must meet the following standards.

### **Observation**

- The student must have sufficient vision to be able to observe demonstrations, experiments, laboratory exercises, visual presentations and computer-facilitated instruction.
- The student must be able to differentiate between normal and pathological states and distinguish between colors.
- The student must be able to observe patients closely and at a distance.
- The student must be able to utilize the complimentary use of smell, touch and hearing.

### **Communication**

- The student must be able to speak, hear, read and write in order to elicit and exchange information with patients, family members, and other healthcare providers.
- The student must be able to perceive verbal and non-verbal cues as they pertain to patients' conditions.
- The student must be able to facilitate the flow of information with respect and sensitivity towards faculty, patients, families, and other members of the healthcare team.

### **Motor**

- The student must have the motor control and coordination to perform physical examinations through inspection, palpation, auscultation and percussion in order to elicit information.
- The student must be able to perform laboratory procedures, clinical skills and diagnostic maneuvers, with and without the use of equipment.
- The student must be able to bend, manipulate, lift lightly, and assist patients.

### **Behavioral and Social Attributes**

- The student should have the department to facilitate sensitive, empathic, mature, and effective relationships with patients, their families, peers and other members of the healthcare team.
- The student must have the emotional health for full utilization of his or her intellectual capabilities, to exercise good judgment, to promptly complete all responsibilities and assignments attendant to the diagnosis and care of patients.
- The student should be able to recognize limitations of his or her education and training and be willing to seek consultation when appropriate.
- The student should be able to recognize, handle and/or assist in life-threatening situations.

- The student must have the humility to accept constructive critique and the perseverance to complete an arduous course of study.

As part of the educational program, all students will be required to interact and perform physical examinations on male and female simulated and real patients. Pelvic, breast, and male genitourinary exams will be performed on both anatomic models and live models the first year, and on real patients the second year. Students admitted to the program who are unable to meet this requirement, must inform the program upon acceptance so that reasonable arrangements can be made, if possible.

Reasonable accommodation will be made for handicapped persons, but as part of the graduation requirements, all students admitted to the program must be able to perform all of the technical requirements.

Chronic or recurrent illnesses or problems that may interfere with patient care or safety, or may lead to a high likelihood of absenteeism, are incompatible with PA training or clinical practice. Deficiencies in knowledge, judgment, integrity, character, professional attitude or demeanor may jeopardize patient care. *Candidates are not required to disclose the nature of any disability to the PA Studies faculty; however, any candidate who has questions about his/her ability to meet these technical standards is strongly encouraged to discuss the issue with program prior to the interview process.* If appropriate, and upon the request of the candidate, reasonable accommodations may be provided.

**Accommodations for disability:** If you have a documented learning disability or other disability, you may be eligible for specific accommodations. Please communicate this to the Faculty Academic Coordinator and contact the Disability Service office (Lancer Arms 38, Ext. 4962) for more information.

Candidates, who are admitted to the California Baptist University MSPAS program, will be required to sign a statement that certifies that they have read, fully understand, and meet each of the Technical Standards.

## **GENERAL POLICIES ON ACADEMIC PERFORMANCE:**

### **Educational Assumptions**

- The curriculum is based on continuous improvement.
- Students are adult, self-motivated learners.
- All students selected into the program will graduate.
- Learning is a collaboration between faculty, staff and students.
- The Code of Honor and Code of Ethics will be followed.
- Constructive assessment between students, faculty and staff will be accepted.
- Cultural diversity in the class will be recognized as a strength and will be tolerated.

- Students will display professionalism in dealing with instructors, program staff, peers, and patients.
- Attitudes and behaviors, as well as academic performance are essential elements for successfully completing the PA program.

### **Classroom, Didactic and Other Issues**

- 1) The California Baptist University MSPAS program is committed to maintaining the highest standards of academic performance, which includes professional behavior. Behaviors such as cheating, plagiarism or falsified documentation of clinical findings will be viewed as academic performance issues subject to disciplinary measures.
- 2) We expect students to be reliable, honest, professional, and mutually supportive.
- 3) Each student has a different learning style and has a different perspective based upon his/her academic background and clinic experience. What may be intuitively obvious to you may be beyond the grasp of a classmate at that moment. Each of you will have a time when you will be the expert and a time when you will be the novice.
- 4) Just as each student has an individual learning style, each instructor and guest speaker has an individual teaching style. It is not possible to match learning and teaching styles perfectly. It is the responsibility of the PA Studies department to provide a variety of valid educational experiences and to be responsive to valid and constructive critique.
- 5) There are opportunities for students to evaluate speakers and courses. These evaluations are most valuable when everyone in class participates and responds constructively.
- 6) Punctuality and attendance are very important issues to us. Class attendance is mandatory. Tardiness, early departure, and absence from classes are not conducive to optimal learning for you or your colleagues. The structure of the MSPAS curriculum is fast-paced and builds upon previous instruction. It is the responsibility of the student to arrive on time, to be prepared for class, and to remain for the entire class period. Chronic tardiness and/or early departures or absences will result in intervention by your faculty advisor and may have consequences on your continuance in this program.

### **Artificial Intelligence Guidelines**

1. As AI utilization is anticipated to become more prevalent in society at large, students must be aware of the inherent dangers to personal security, confidentiality, open-domain, and academic integrity endemic to the nature of AI utilization.
2. California Baptist University has prepared guidelines to assist students with appropriate practices for use of artificial intelligence (AI) in the classroom. See [CBU ARTIFICIAL INTELLIGENCE GUIDELINES](#).

Do's...
<ul style="list-style-type: none"> <li>• Use AI tool to improve, edit, or revise the quality of your message prior to sending it.</li> <li>• Use to brainstorm or provide feedback on the content you are working.</li> <li>• Double check AI accuracy after use as errors can be common and easy to miss.</li> <li>• Tools such as Grammarly assist in spelling and grammar.</li> <li>• Read your AI assisted work over to make sure the AI has not changed any key ideas before submitting.</li> <li>• Provide an <b>acknowledgement</b> that you have used an AI tool.</li> <li>• For example, you might add "The title of this paper was generated by ChatGPT with input from the author" OR "The outline for this paper was generated using ChatGPT by inputting the guidelines for the paper from the syllabus." This will be included in the references section of any submission.</li> </ul>

*Don'ts...
<ul style="list-style-type: none"> <li>• Do not copy and paste other people's work, especially <b>copyrighted</b> or <b>personal protected information</b>. This can place the user in violation of copyright and privacy laws. For example, do not cut and paste book chapters, journals or PowerPoints, or patient information. These are copyrighted and protected content.</li> <li>• Do not use real names and identifying information that is sensitive in nature. If you are writing about a patient, you must use pseudonyms to protect their identity.</li> <li>• Do not use to generate new content as AI is prone to plagiarism.</li> </ul>

*\* The use of AI to CREATE content on assignments in this course is strictly prohibited without prior instructor discussion and approval. AI could be utilized ethically in limited situations, but ONLY when requested and approved in advance. Any assignments found to have a substantial likelihood of AI creation without prior approval will be scored a **ZERO** and could result in a failure in the COURSE, resulting in academic sanction per university policy.*

### **Dress Code**

You are expected to wear appropriate attire at all times for the classroom, clinic, and other CBU experiences.

#### a) Appropriate attire for the classroom:

- a. Males and Females – Royal Blue scrubs with drawstrings, crew-cut black/white undershirt and "Consultant" (short) white jacket with embroidered school logo, black jackets, name and student status. Tops must be tucked into trousers. Black comfortable shoes/sneakers, hair well groomed; nails cut and clean (must not extend beyond fingertips; and no body-rings or piercings, except for modest earrings (studs, no more than 2 pairs) on the ears of

females (none on males). No exposed tattoos. Facial Hair (i.e. Beards/Moustache/Goatee, etc.) well-groomed and no longer than half-inch (½"). Neck must be clean shaven.

b. Other attire as directed:

Males: solid color or lightly patterned shirts, ties, slacks, shoes/sneakers (solid black) with covered toes and heels, and black socks (except when specified otherwise).

Females: solid color or lightly patterned blouses with sleeves (no low-cut or visible cleavage), skirts 2 inches above the knee or longer), slacks, shoes with covered toes and heels, and black socks.

b) Appropriate attire for the clinic:

- a. Males: laboratory jacket with CBU PA logo and identification, solid color or lightly patterned shirts, ties, slacks, shoes with covered toes and heels (no sneakers). Scrubs when appropriate. (A3.04)
- b. Females: laboratory jacket with CBU PA logo and identification, solid color or lightly patterned blouses, skirts (2 inches above the knee or longer), slacks, shoes with covered toes and heels. Scrubs when appropriate. (A3.04)

A fine chain neck-chain may be worn inside of clothing. **All jewelry must be removable.**

c) Examples of inappropriate attire and accessories:

Tank tops, spaghetti straps, transparent garments, low cut or torn pants or jeans that expose underwear, hats and caps worn in the classroom, large or dangling earrings, excessive jewelry, including earrings for men, and decorative body piercing. No flashy necklaces may be worn. This is not an exhaustive list.

- 7) Students should not bring children or other guests to class unless they are specifically invited. Permission should be obtained from the PA faculty or lecturer.
- 8) Obtain permission from individual instructor/lecturer for tape-recording or videotaping lectures or demonstrations.
- 9) All electronic communication devices such as pagers and cellular phones must be turned off while in class. Advise family and significant others to contact the front office in case of an emergency. Staff will call your attention to any emergency.
- 10) Under no circumstances shall students replace faculty, staff, or other administrative personnel. Students are not required to work for the program (A3.02).
  - a) Students do not substitute for instructional faculty or clinical/administrative staff (A3.03)

- 11) As a matter of policy, advanced placement for didactic courses and/or clinical rotations completed prior to acceptance into the program, or for experiential learning, is not granted to applicants to the program.
- 12) Students are not allowed access to the academic records or other confidential information of other students or faculty. (A3.17)
- 13) Student health records are confidential and will not be accessible to or reviewed by the program's principal or instructional faculty or staff. The only exception is regarding immunization and tuberculosis screening results, which will be maintained and released with written permission from the student.
- 14) The Program Director, Medical Director and other principal faculty members are prohibited from providing medical care to students enrolled in the PA program except in emergency situations (A3.06).
- 15) Transfer of credit, as substitution for courses in the didactic phase of the department is not allowed. Transfer of credit is also not allowed in the clinical phase.
- 16) Students must not substitute for, or function as instructional faculty.

### **Program Expectations of Students**

1. Attendance of all university-wide and departmental-sponsored events is expected of all students. This includes all classes, clinical rotations, and activities determined to be essential for scholastic and/or professional development.
2. Prior departmental permission to be absent from any scheduled scholastic or professional event is required. Students must notify the department secretary by e-mail or phone of any emergency situation that may preclude them from attending scheduled events. Documentation of notifications will be placed in the student's file.
3. Demonstration of professional respect for peers, faculty, staff, guest lecturers, clinical preceptors and support staff on and off-campus is expected.
4. Compliance with instructions of the PA faculty and staff regarding didactic or clinical concerns is expected.
5. The PA students and PAs should place service to the academic institution and the public before personal gain and avoid conflict of interest. For example, using student status to create notoriety such as on a social media or blog sites including but not limited to engagement on social media sites pertaining to profanity, sexualized imagery & language, contraband,

politicization, or activities incongruent with the spirit, ethos and mission of CBU as reflected in the CBU Student Handbook.

6. PAs should not participate in or conceal any activity that will bring discredit or dishonor to the PA profession or academic institution. They should report illegal or unethical conduct to the appropriate authorities (aapa.org, 2013).
7. Any student who elects to disregard these expectations will be subject to disciplinary action as determined by the PA faculty in consultation with the Dean of the College of Health Science.

### **Written Work for CBU MSPAS Students**

1. Students will be required to write several papers during their PA training. Guidelines for these projects will be provided as papers are assigned. Students are expected to have a computer with word processing capability. We expect that you will utilize this tool to create papers and follow the American Medical Association (AMA) format.
2. We expect students to submit all assignments in a timely manner.
3. In the didactic year, students must submit all due assignments at the beginning of the class period. Late assignments will receive ½ credit if turned in after the deadline but within 24 hours and a “0” if turned in beyond 24 hours of the deadline.
4. In the clinical year, students must complete all charts and have them counter-signed by the end of each business day before leaving the clinical site. Students are also expected to submit all write-ups, evaluations, papers and other assignments to the MSPAS program office on the due dates published in the clinical manual or otherwise specified by the instructor. Submission may be made by date-stamped fax, scanned emailed copies, clearly dated postmarked mail, or personal delivery no later than 4:00 PM (M-TH) and 12:00 noon on Fridays.

### **The Grading and Assessment System**

Students are required to complete each component of the program successfully before progressing on to the next phase. The minimum passing score is 70% on didactic exams, 70% on EOR exams, and a grade of “satisfactory” on professionalism and checkoffs that carries a “Satisfactory- Unsatisfactory” grading. Physical Diagnosis individual checkoffs require a minimum 70% passing score. The minimum passing grade is a B- for courses using the letter system (A-F) and Pass/Fail for other courses. An overall minimum 3.0 GPA must be maintained throughout the course of study.

Student progress is monitored and documented in a manner that promptly identifies deficiencies in knowledge or skills. Students who are identified through self-referral or through faculty observation as being at risk for failure will be referred for remediation. Remediation may include tutoring, self-study, reading assignments, completion of specific tasks, written response to selected exam items, or referral to the Student Success Center for counseling.

- If a student's cumulative GPA falls below 3.0, he/she will be subject to academic discipline.
- Remediation is student and/or situation specific and is determined by the PA faculty.
- Arrangements for remediation are made with the course coordinator/instructor.
- Academic remediation is specific regarding duration, action taken, requirements, and terms for discontinuation.

### Grading Rubric

Grade	Requirement	Comment
A	93.0-100 %	Outstanding
A-	90.0-92.9 %	Exemplary
B+	85.0-89.9 %	Superior
B	80.0-84.9 %	Above Average
B-	77.0-79.9 %	Somewhat above average
C+	74.0-76.9 %	Average
C	70.0-73.9 %	Meets minimum requirements
C-	67.0-69.9 %	Unacceptable
D+	63.0-66.9 %	Unacceptable
D	60.0-62.9 %	Unacceptable
F	< 60.0%	Fail

### Standards of Professionalism

Professional behavior is expected from the students at all times in accordance with the student handbook. This includes behavior towards fellow classmates, faculty, staff, guest lecturers, and university employees. Accessing the Internet and e-mailing during lecture for material that is unrelated to the lecture is unacceptable. Arriving to class late or leaving class early without a valid excuse, cell phone use during lecture, and participation in any social networking activities during class (e.g. Facebook, Twitter, texting, instant messaging) is considered unprofessional and will not be tolerated. All students are expected to maintain a high level of professionalism, which will be included as a component of each didactic and clinical course grade.

Evaluation of Professionalism Rubric:

**PROFESSIONALISM RUBRIC**

Standards	MINOR (-2 points/ea., 3 infractions = -10 points)	MAJOR (-10 points)
	3 infractions = Loss of 10 points per course	Refer to Student Progress Committee or Program Director for Disciplinary Actions
1. <b>Personal Attire &amp; Hygiene</b> - Adheres to "Dress Code" per handbook. Pulls hair back during labs. Nails kept clean, short, and trimmed. Facial hair clean and neatly trimmed. No body piercings (except females small earrings). Covered tattoos.	Nails/Dirty nails - not trimmed or clean, beyond finger tips. Hair not pulled back for labs. Not professionally dressed on Prof. days. Unkempt & unclean clothes. Body odor noted. Males w/earrings. Other body piercings.	Not dressed to code. No effort on improvement following counsel.
2. <b>Collaboration</b> - Student interacts cooperatively with preceptors, students, faculty, and staff. Gives best effort in groups and teams with a positive attitude. Contributes to group projects and offers helpful comments and suggestions.	Student reported by faculty, students or staff for not participating, having a negative/poor attitude, not participating or unhelpful during group or team project(s).	Student repeatedly reported by faculty, students or staff for not participating in a group or team project. (> 2 reports = major)
3. <b>Class Attendance &amp; Tardies</b> - Attendance for ALL class/rotation/events/functions is required. Timely arrival while remaining present until the end of scheduled sessions is expected. Students are to provide documentation and reason for recorded absence(s).	Any absence without notice.	Repeated unexcused tardies/semester noted by faculty in one or more courses.
4. <b>Class Participation</b> - participates, remains engaged physically and mentally; taking notes, staying off internet and social media. Test-taking at scheduled times.	Shopping, texting, instant messaging or other internet activity during class is not accepted.	Not present for scheduled test. Under the influence of drugs or alcohol while attending class or rotations.
5. <b>Acceptance of Feedback</b> - Student receptive to constructive criticism and feedback from faculty, preceptor, or staff both by email and face-to-face contact.	Student reported by faculty, students, or staff for not participating, having a negative/poor attitude, or unhelpful during group or team project(s).	Resistance to feedback, not participating, poor attitude despite meeting or warning by faculty.
6. <b>Communication</b> - Student communicates and responds to phone call or email within 24 hours. Notifies staff/faculty when tardy or not attending class/rotation/event.	Not responding to emails >24 hrs. Rude to staff, faculty, or classmates. Dishonesty.	Bad-mouthing others, Cussing or using foul language. A pattern of unprofessional communication or dishonesty.
7. <b>Participation in PA Interview Sessions</b> - Student volunteers for at least one interview session per annual cycle in Fall or Spring Semester.	Participation confirmed for at least one session.	NOT signed up for any sessions
8. <b>Completing Evaluations</b> - Student completes required evaluations for CBU and PA Program by set deadline for each course. Each course is counted individually	<b>Worth 10 Points/Course</b>	<b>0 Points</b>
	Evaluation completed for specified course.	Evaluation NOT completed for one or more course(s).

## **Guidelines for Remediation, Deceleration and Dismissal**

**Remediation:** Students are required to complete each component of this program successfully before progressing on to the next phase. Students who are identified through self-referral or through faculty observation as being at risk for failure will be referred for remediation. Remediation may include tutoring, self-study, completion of specific tasks, or referral to the Office of Student Success for counseling. Resulting administrative action may include probation or dismissal from the program.

- Each student must maintain a 3.0 overall GPA on a 4.0 scale throughout the program.
- A student having an overall GPA of less than 3.0 will be given the following term to bring the GPA up to at least a 3.0. A student who fails to do this will be dismissed from the program.
- A student must obtain a grade of B- or higher in each course to graduate from the program. For Pass/Fail courses, a Pass is required. A student not meeting this requirement may be decelerated or dismissed from the program. A student who is decelerated because of this must repeat the course and obtain a course grade of B- or higher.
- A student with a professionalism deficiency will undergo remediation. If remediation is unsuccessful, the student will be dismissed from the program. Note, students with infractions such as felony DUI, positive drug test, spouse/child abuse, inappropriate provider-patient interaction, and other felony offences will be dismissed from the program.
- Remediation is required for any failed written examination or skills assessment. Written exam or skills assessment including written tests, checkoffs/lab practicums, papers, presentations, OSCE's, and end-of rotation (EOR) exams. Remediation of exams and skills assessments must be normally completed within two weeks.
- Remediation is for learning and not for grade changes, and the student must demonstrate he/she has learned the material for the areas in which the deficiency was identified. Successful remediation will allow the student to progress.
- Remediation is student and/or situation specific and is determined by the PA faculty and the course director/instructor. Arrangements for remediation are made with the course director/instructor.

Although a student may have passing grades in all courses, but when viewed as a whole, the record shows an area or areas of concern\*(see below), that student will be given a written warning or be placed on probation with a remediation plan. *Failure to successfully complete the terms of the plan will result in*

*dismissal from the program.* Decisions concerning academic issues are made in consultation with the program's Student Progress Committee and Faculty Committee.

#### Areas of concern

- Failure of two (2) or more exams in one course. For courses that include labs/practical exams, failure of 2 or more exams in either the written or lab/practical.
- Failure of three (3) or more exams across all courses in a single term.
- Receiving an unsatisfactory/failing mark on any section of a Preceptor Evaluation of a student.
- Failure of an End of Rotation (EOR) examination.
- Marginal passing in two or more exams in any one term. The program defines marginal passing as being any score received between 70% and 76%.
- Failure to adhere to professional standards.

**Deceleration:** Deceleration may be granted to students in the didactic phase of the program who apply for a leave of absence and are in good academic standing. Students in the clinical phase of the program who need to make up time due to a personal or family illness or emergency, may be granted a deceleration/extension on a case-by-case basis. A student who obtains a grade below B- or needs to remediate academic deficiencies in either the didactic or clinical phase may also be decelerated. A student not meeting professional requirements may be decelerated.

**Dismissal:** Each student must meet at least the minimum academic and professional requirements to remain in the program. In addition, each must meet the University's citizenship and financial requirements, and must not receive any adverse actions from within or outside the institution that may affect the student's ability to take the Physician Assistant National Certifying Examination (PANCE), apply for state licensure, or to prescribe medications.

Reasons for dismissal include but are not limited to the following:

1. Failure to maintain an overall GPA of at least 3.0 on a 4.0 scale throughout the program.
2. Receiving a single course grade of less than B-.
3. Failing a drug test or background screen.
4. Failing to remediate, including students who are decelerated.
5. Substantiated academic dishonesty.
6. Unprofessional conduct such as inappropriate relationship with a patient, instructor or clinical preceptor; felony DUI, spouse or child abuse and other felony offences.
7. Failure to maintain health and immunization requirements
8. Providing false information to the program.
9. Failure to meet didactic and clinical attendance requirement.
10. A continued pattern of concern (see page 3).

In each instance, the case will be brought before a program committee and both sides will be allowed to present arguments. The finding of the committee is final and will be delivered to the student within 10

days of the meeting. A student may appeal a dismissal by submitting an appeal in writing to the Dean, College of Health Science, within 10 days of the committee's decision for dismissal. The student is expected to follow the procedure of the Dean's office during the appeal process. The Dean makes the final decision in case of an appeal.

### **Progression Points**

Students admitted to the CBU MSPAS program will be formally evaluated at specific (*Progression*) points throughout the program. Because the curriculum builds upon previous instruction, students must pass each of these evaluations or progression points, and be officially approved to continue on to the next phase of training by the program's Student Progress Committee. Failure to pass any of these progression points may result in probation or disqualification from the program. Formal progression points are as follows:

- For each didactic term
- End of didactic year (students must formally meet progression requirement from the didactic to the clinical phase) (Summer)
- At the end of the 3rd and 6th clinical rotation
- End of clinical year rotations

Failure to pass a progression point may result in remediation, probation, delay of graduation, or dismissal from the program.

## Progression & Graduation Requirements

<b>Term to Term Progression</b>	
1.	Have an overall GPA of at least a 3.0 on a 4.0 scale.
2.	Have a grade of B- or higher in all letter-graded courses. A Pass in Pass/Fail courses.
3.	Satisfy all remediation requirements.
4.	Meet all professional requirements of the program and the institution (see handbooks).
5.	Maintain a drug-free status and a satisfactory background check.
6.	Keep immunizations up to date.
7.	Be recommended by the program's Student Progress Committee.
<b>Didactic Year to Clinical Year Progression</b>	
1.	Have an overall GPA of at least a 3.0 on a 4.0 scale.
2.	Have a grade of B- or higher in all letter-graded courses in the didactic year and a Pass in Pass/Fail courses.
4.	Satisfy all remediation requirements.
5.	Meet all professional requirements of the program and the institution (see handbooks).
6.	Pass a drug test prior to the start of clinical clerkships.
7.	Have a satisfactory background check.
8.	Update immunizations prior to the start of clinical clerkships.
9.	Take a PACKRAT exam (for self-evaluation only, not counted as a course grade).
10.	Be recommended by the program's Student Progress Committee.
11.	Have current BLS, ACLS, and PALS certifications
<b>Graduation from the Program</b>	
1.	Have an overall GPA of at least a 3.0 on a 4.0 scale.
2.	Have a grade of B- or higher in all letter-graded courses and a Pass in Pass/fail courses throughout the program
3.	Satisfy all remediation requirements.
4.	Complete required clinical competency checklist
5.	Pass a Summative Written Exam (70%) and a practical (OSCE) (70%).
6.	Take a PACKRAT exam (for self-evaluation, not counted as a course grade).
7.	Meet all professional requirements of the program and the institution (see handbooks).
8.	Clear all graduation requirements with the university (academic and financial).
9.	Be recommended by the program's Student Progress Committee.

## **BLS, ACLS & PALS**

1. Students must take BLS, ACLS and PALS during their training when entering the PA Sciences program. Updated BLS for 2 years will be required for Clinical Year credentialing.
2. The program will arrange BLS, ACLS and PALS courses during the didactic year. Students are ultimately responsible for certification and the associated costs.
3. BLS, ACLS and PALS certification must remain current throughout the Clinical Year.
4. Failure to obtain BLS, ACLS and PALS certification by the end of Summer Semester of the didactic phase will delay the student beginning the clinical phase of training.

## THE CLINICAL YEAR OVERVIEW

This is a general overview of the clinical year. Detailed information will be given in the *Clinical Handbook*, which will be provided to students at the end of the didactic year, before the beginning of clinical clerkships.

### **Preparation for the Clinical Year:**

During the didactic year, each student will have the opportunity to meet with the department chair and/or designated clinical faculty member to discuss plans for the clinical year. Clinical sites are determined solely by the MSPAS faculty. ***Students are not required for providing or soliciting their own clinical rotation sites or preceptors.*** The MSPAS program reserves the right to approve clinical sites that students may recommend for their own rotation. (A3.08)

### **Clinical Site Placement:**

The ultimate decision for clinical site placement rests with CBU MSPAS program. Students are prohibited from contacting any rotation site to volunteer their services in the name of the program. They are also prohibited from functioning in any manner at any site by falsely stating or implying that they have the authorization of the MSPAS program.

### **Clinical Performance:**

Unsatisfactory performance during the clinical year may result in a temporary suspension of the current clinical rotation or a delay in the commencement of the next scheduled rotation. Examples of unsatisfactory clinical performance include:

- Failure to complete written assignments or charting by scheduled deadlines
- Unsatisfactory progress in professional development, attitudes and professional conduct
- Unexcused and/or unexplained absence from a clinical site during a scheduled rotation
- Failure to receive a passing score on any part of an evaluation
- Failure of an end of rotation examination
- Unprofessional interactions and/or inappropriate behavior at a clinical site
- Unexcused and/or unexplained absence from a scheduled didactic class or activity

Unsatisfactory clinical phase performances must be remediated before a student can progress in the program. Inability to remediate will result in dismissal from the program.

### **Clinical Evaluation:**

Students who receive a failing mark for any part of a clinical evaluation will undergo remediation. Any student who fails to successfully remediate or who receives an overall evaluation lower than a 'B-' at the end of a clinical clerkship will be decelerated or dismissed from the program.

**Delayed Graduation:**

If a student is unable for any reason to complete the clinical year as scheduled, that student will not be allowed to participate in the graduation ceremony until the next graduation event, pending successful completion of all graduation requirements.

**Student Requirements:**

Students are only expected to satisfy the requirements for successful completion of their rotations.

*Under no circumstances shall students replace clinical faculty, staff or other administrative personnel.*

***Clinical Year Expectations***

1. We expect students to understand and abide by principles of confidentiality with patients, peers, the MSPAS program, and the profession.
2. It is important to approach clinical assignments with an open mind.
3. This is a generalist care program, and specialty experiences are intended to enhance experiences, and not to provide mastery in a specialty.
4. Procedures are relatively easy to learn; the ultimate goal of this program is to teach clinical reasoning and problem solving.
5. Your expectations for clinical experiences may be different from those of the preceptor or this program.
6. We attempt to individualize your clinical experiences within the parameters of a fast-paced, primary care program of study.
7. Students' experience may be different – even at the same site.
8. If a preceptor is not at the clinical site when you are scheduled to be there, you are *not* automatically excused from attending clinic. Contact the program's office for advice.
9. Take advantage of the current technology (e-mail, phone service) to maintain frequent and close communications with the program and your advisor.
10. Flexibility about scheduling and traveling is an important expectation for the clinical year. Arrangements with clinical sites sometimes change on short notice for a multitude of reasons.
11. Transportation to and from clinical rotations is the student's responsibility.

12. Students will return to the department for testing and evaluation and at the end of each clerkship and at the end of the clinical year.
13. Behavior and attitudes are important for a successful clinical year. In addition to discussions and handouts, the Code of Ethics for the Physician Assistant Profession provides some guidance on expectations for professional conduct.
14. Remember that the clinical year is still a part of the educational training. Students are not expected to know everything. This is a time to show intellectual curiosity.
15. Meals during the clinical rotations are the responsibility of the student.
16. Housing during clinical rotations is the responsibility of the student.
17. Students are expected to abide by the decisions of the Director of Clinical Education, Clinical Coordinator, & Clinical Administrative Support Specialist regarding their clinical placements. Students are also required to complete the duration of their appointed clinical rotation. There are no exceptions.
18. Pictures of patients are not to be taken and/or posted on social media.

Students will receive another handbook (*Clinical Handbook*) prior to the start of the clinical rotations. It contains specific information for the clinical year.

## **THE PHYSICIAN ASSISTANT CLINICAL KNOWLEDGE RATING AND ASSESSMENT TOOL (PACKRAT)**

The PACKRAT is an assessment tool that is administered by an independent organization that is designed to assess the knowledge base of PA students, and by extension, their level of clinical knowledge. In the case of first year students, this will be their readiness for the clinical year, and

in the case of second year students, this will be their readiness for the Physician Assistant National Certifying Examination (PANCE). The PACKRAT is intended to be a self-evaluation tool and is not used to fulfill evaluation or promotion requirements.

### **EXAMINATION POLICIES AND PROCEDURES**

All tests and examinations are serious occasions. Therefore, we ask that the following behaviors be observed in order to minimize distraction and anxiety during testing.

1. Exams will cover several topics and will be announced in advance. Exams will be oriented toward application of concepts listed in each lecture objectives and will be supplementing the text. Therefore, reading the course textbook will be helpful in answering exam questions.
2. In preparation for exams, if students need clarification regarding content, questions need to be emailed and submitted to the course instructor/course coordinator at least 24 hours prior to the exam. Learning is optimized when clarification is requested shortly after lectures. If you submit your questions after the cut-off, you may not receive a timely answer.
3. All tests will begin on time. Please plan to arrive early enough to stow your coat, books and other gear (including cell phones) in your locker or in front of the classroom. Sharpen your pencils before the test begins.
4. Please be certain to keep your eyes on your own paper/laptop screen.
5. Each student is required to have personal screen protectors placed on their screen prior to exams.
6. Talking between students or other forms of “communication” is not allowed during testing.
7. Any corrections to a test will be posted on the whiteboard at the front of the classroom by the supervising faculty member. Check for any changes before submitting your test.
8. Double-check your exams before leaving the classroom to guarantee that you have answered all questions.

9. When you have finished testing, exit the classroom quietly and move away from the classroom before engaging in conversation.
10. Following each exam, immediate exam review is provided to students for learning. Course instructor/coordinator will perform question analysis, review, and adjustments if warranted will be made based on instructor's discretion. If the class requests a review of additional question(s), the class officers will need to submit the additional those questions within 24 hrs following the exam and have the consensus of 80% of the class. A written justification needs to be provided for each of the questions.
11. Examination by demonstration (skills) requires extra concentration on the part of the examiner and the examinee. Feedback will be provided only after completion of the examination. "Hinting" by body language during physical exams may result in score penalties for the "patient."
12. We believe in the confidentiality of test scores. All test results will be posted on Blackboard with viewable statistics such as class average and range, however, students are not able to see the individual scores of their classmates. Examinations will be reviewed collectively as a class and otherwise as determined by the course instructor or the course coordinator.
13. It is expected that students will take examinations and quizzes at the regularly scheduled time. To take an examination at a time other than when it is scheduled, the student must secure the consent of the instructor and the Program Director 48 hours prior to the day of the exam or quiz, barring an unforeseen emergency.

## **Honor Code**

Members of the California Baptist University campus community are expected to act in academic matters with the utmost honesty and integrity. Academic matters shall be defined as any activity that may affect a grade or in any way contribute toward the satisfaction of the requirements for graduation without reference to the focus of such activity. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Plagiarism, cheating, and other forms of academic dishonesty or facilitating any such act are violations of the Honor Code and are not acceptable conduct at California Baptist University. Violations of the Honor Code include, but are not limited to, the following:

1. Using any unauthorized assistance in taking quizzes, test, or examinations
2. Looking at or copying another student's test or quiz answers
3. taking a test or quiz in part or in whole to use or to give to others

4. providing any unauthorized assistance or aid to others in writing papers, completing assignments, or taking quizzes, tests, and/or examinations
5. using electronic communication equipment and/or any other unauthorized electronic device in completing assignments, taking quizzes, test, and/or examinations
6. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments
7. working with others on projects that are meant to be done individually
8. acquiring or attempting to acquire, without permission, tests or other academic materials before such material is revealed or distributed by the instructor
9. invading or attempting to invade the administrative security maintained for the preparation and storage of quizzes, tests, and/or examinations
10. the misrepresentation of papers, reports, assignments, or other materials as the product of a student's sole independent effort, for the purpose of affecting the student's grade, credit, or status in the University
11. copying information from a source without proper attribution
12. taking papers from other students, publications, or the Internet
13. failing to abide by the instructions of the proctor concerning test-taking procedures and/or engaging in behavior that one knows (or should reasonably know) would, by such conduct, obtain an unfair academic advantage. Some examples include, but are not limited to talking, laughing, failing to take a seat assignment, failing to adhere to starting and stopping times, or any other disruptive or unprofessional behavior.
14. submitting one's own work for course credit when it was previously submitted for credit in another course. The only exception is when one secures permission from the instructor of the new assignment prior to submission.
15. committing or attempting to engage in fraud in the submission and/or presentation of coursework
16. influencing, or attempting to influence, any university official, faculty member, graduate student, or employee responsible for processing grades, evaluating students, or maintaining academic records, through the use of bribery, threats, forgery of authorization, or any other means of coercion in order to affect a student's grade or evaluation

17. any forgery, alteration, unauthorized possession, or misuse of University documents pertaining to course sign-in sheets and academic records, including, but not limited to, late or retroactive change of course application forms (otherwise known as “add/drop forms”) and late or retroactive withdrawal application forms. Alteration includes, but is not limited to, misuse of University documents pertaining to academic records by means of computer resources or other equipment
18. witnessing conduct which one knows or should reasonably know is dishonorable and failing to report it promptly (i.e., within ten [10] days of the occurrence to either the Faculty Member in whose class the incident occurred or to the Student Services Office

## **Appeal**

A Student has the right to appeal sanctions imposed in cases related to violation of the Honor Code. Appeals of Honor Code violations must be submitted in writing to the Student Services Office within five (5) business days after a sanction has been imposed. In respect to Honor Code appeals, students must expressly indicate one (1) or both of the following exclusive grounds for appeal:

1. There is new and significant evidence which has not yet been considered.
2. A contention that the sanctions imposed are not appropriate to the violation(s) of the Honor Code or may be excessive.

Appeals submitted to the Student Services Office will be directed to the appropriate individual or committee. Decisions rendered by the Judicial Review Board may be appealed to the Student Services Committee. Decisions rendered by the Provost may be appealed to the Provost’s Council. Decisions rendered by the Student Services Committee and/or the Provost’s Council are final. A student who appeals a decision will be sent written notification of the progress of the appeal from the Director of Student Conduct, Dean of Students, Provost, or designee within ten (10) business days.

## PROFESSIONAL EXPECTATIONS

CBU-MSPAS students are expected to achieve an acceptable level of competence in the prescribed curriculum, to demonstrate appropriate professional behavior in all interactions with faculty, staff, fellow-students, clinic personnel and patients, and to uphold standards of personal conduct and integrity both in the academic setting and within the community. Upholding the standards of professional and personal conduct includes, among other things, demonstrating behavioral patterns and attitudes consistent with the code of ethics for the PA profession. It also involves being accountable for one's own conduct as well as assuming responsibility for the professional behavior of one's colleagues within the profession.

The MSPAS program will assist its students in understanding the levels of professional behavior and conduct that are expected by the program and the profession through discussions at orientation and class meetings, as well as in the PA Professional Practice course. Please refer to the Professionalism Rubric for details.

Unacceptable behavior includes but is not limited to the following:

- Cheating on any examination.
- Plagiarism.
- Misrepresenting documentation of clinical findings
- Reporting/discussing patient information by name to anyone not authorized by the patient.
- Taking sexual advantage of a patient.
- Performing examinations or procedures on patients without appropriate consent.
- Falsely reporting on a patient's history and/or physical findings (i.e., reporting more data than was actually obtained).
- Falsely stating the involvement of a physician or other personnel in the management of a patient (i.e., stating that the physician concurred on a treatment plan or examined a patient when he or she did not).
- Attending classes or clinical experiences while under the influence of alcohol or drugs.
- Failing to wear a nametag designating status as a physician assistant student during any assigned clinical experience.

Assessment of student professional performance encompasses knowledge, attitudes, behaviors, and skills. This includes attendance and participation in class, conduct in the classroom and/or clinical setting, and satisfactory clinical performance. Attitudes and professional suitability are also assessed as part of academic performance evaluations. Satisfactory progress in professional behaviors and attitudes must be achieved in order to advance and complete the program of study.

1. Attendance: It is a departmental requirement that all students are required to attend and participate in all didactic and clinical classes, experiences and projects, as well as all other scheduled functions. This includes arriving on time and remaining until the class or other function has ended. Instructors will maintain a log to document student attendance. Students are required to notify the department office of any absence and the reasons for the absence. The department will maintain attendance records.

2. *Professional Behavior*: Students are expected to act in a professional manner in the classroom or clinical setting. Behavior such as disrespect of fellow-classmates, department faculty and staff, visiting lecturers, preceptors or clinic staff, as well as patients, is an academic performance issue.
3. *Satisfactory Clinical Performance*: Students will be assessed on their clinical performance by department faculty and preceptors. Unsatisfactory clinical performance includes, but is not limited to, repeated or unexplained lateness to or absence from clinical experiences, failure to complete required written assignments and charting by scheduled deadlines or scheduled functions and didactic and clinical learning experiences, failure to receive satisfactory marks in a clinical clerkship, failure of exams at the completion of rotation, and inappropriate behavior at a clinical site. Students are required to notify the department office of any absence.
4. *Policy Governing Student Employment*: This is a fast-paced, intensive program with a finite time to assimilate course work and complete assignments. ***Due to the rigorous academic coursework of the CBU MSPAS Program, students are strongly discouraged from working during study.*** Students who choose to work must inform the Program Director in writing. If employment affects a student's performance or causes a pattern of concern (e.g., failing grades, interfering with academic or clinical duties, or sustained marginal performance), the student will be subjected to administrative action, including dismissal from the program.
5. *Policy Governing Class Officers*: All class officers must be in good standing (academically and professionally/behaviorally) in order to continue to execute their official duties.
6. *Policy Governing Student Safety*: California Baptist University takes the safety of its students seriously. The University will vigorously investigate all reports of bodily harm, as well as threats that are made to the student body. Students are required to attend the safety orientation provided by the university at orientation and are expected to follow all policies and recommendations. The program will also evaluate the safety at clinical sites before placing students at those locations.
7. *Policy Governing Eligibility for the National Board Examination*: Students are required to complete all didactic and clinical courses to be eligible to sit for the National Board Examination. Students who fail to complete any requirement will be disqualified from taking the board examination.
8. *Behavior*: The University will discipline criminal or inappropriate behavior that occurs on campus as well as that which occurs off-campus.

## PROGRAM DISCIPLINARY ACTIONS

**Written Warning** (for minor/first-time infractions e.g., being late for class, not meeting a deadline)

Disciplinary action initiated by the faculty involves the student completing a professionalism self-analysis document that includes: the reason for the warning, the area of deficit, that the student will be required to remediate the area of deficit and be given a time period for completion (if necessary), and the consequences for failure to complete the stated activities which will be further determined.

**Probation** (repeated/non-minor infractions)

Disciplinary action will be initiated by the MSPAS faculty in response to students failing examinations, demonstrating unsatisfactory performance, or displaying unprofessional conduct in either the didactic and clinical phases of the program. Students who hold an officer role while on probation may have their title/role suspended while on probationary status. The role may be reinstated or relinquished depending following review of probationary status. The student in default is required to sign a *Probation Contract*, which includes a statement of the problem, conditions for removal of the probation, a date for completion of the conditions and the consequences for failure to complete the conditions for removal from probation. It is signed by the Program Director and the student.

### **Guidelines for Academic Probation**

#### **Placement on Probation**

A student may be placed on program probation in response to circumstances that include but are not limited to the following:

- Failure at any formal *Progression Point* (see section entitled Progression & Graduation).
- Failure of an exam.
- Failure to complete written assignments or charting by scheduled deadlines.
- Unsatisfactory attendance records (including chronic tardiness or leaving early).
- Unsatisfactory progress in professional development, attitudes and professional conduct.
- Failure to receive a passing score on any part of clinical evaluation.
- Unprofessional interactions or inappropriate behavior at an academic or clinical site.
- Failure to be present at all scheduled assignments: Classes, functions, and didactic or clinical information and learning experiences.
- A pattern of documented evaluator concerns about a student's performance that indicates unsatisfactory progress when the record is viewed as a whole, although passing grades have been assigned. Examples include multiple exam, quiz or check-off failures.
- Failure to meet professional expectations.

#### **Status while on Probation**

Program probation refers to student status within the MSPAS program. It is not forwarded to the University, nor does it appear on official transcripts. If the PA faculty recommends probation, the student will be notified in writing by the Program Director. This letter will also state the minimum length of the probation and the

conditions for removal from probationary status (i.e., a remediation plan). This notification is essentially a warning that the student must demonstrate improvement if he or she is to remain in the program of study.

### **Removal from Probation**

Completion of a remediation plan is required for removal from probation. Failure to complete a remediation plan successfully will disqualify the student from this program. Review of probation status occurs as scheduled.

- In the case of failed exams, the student must complete remediation as approved by the program.
- Probation for professional conduct issues will be reviewed by the program faculty as scheduled, at which time the faculty may recommend continued probationary status or disqualification from the program.
- Probation during the clinical year is reviewed at the end of each clinical rotation, at which time the department faculty may recommend either continued probationary status or disqualifications from this program.

*When a remediation plan has been completed successfully, the Program Director or representative will notify the student in writing that he or she has been removed from probation.*

## **Guidelines for Addressing Sexual Harassment and/or Other Forms of Unlawful Discrimination and Grievance Procedure**

It is important that California Baptist University provide an environment free from implicit and explicit coercive sexual behavior used to control, influence, or adversely affect the well-being of any member of the University community. Sexual harassment is inappropriate and unacceptable and is grounds for judicial action. It also may constitute violation of state and/or federal law. The Office of Civil Rights of the U.S. Department of Education defines sexual harassment under Title IX of the Education Amendments of 1972 as consisting of “verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides different, or conditions the provisions of aid, benefits, services, or treatment protected under Title IX.” While sexual harassment most often takes place in situations involving a power differential between persons, California Baptist University also recognizes that sexual harassment may occur between persons of the same University status. California Baptist University will not tolerate behavior between or among members of the campus community that creates an unacceptable work, educational, or living environment.

Any student who has a complaint regarding sexual harassment should contact the Title IX Coordinator.

1. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when one (1) or more of the following criteria are met:
  - a. Submission to such conduct is made either explicitly or implicitly a term or condition of the individual’s employment or of the individual’s status in a program, course or activity; or
  - b. Submission to or rejection of such conduct by an individual is used as a basis for employment decisions, a criterion for evaluation, or a basis for academic decisions or other decisions that affect such individual; or
  - c. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance and/or educational experience and/or creating an intimidating, hostile, and/or offensive work and/or educational environments.
  
2. Sexual harassment encompasses any attention (because of one’s sex) that is unwanted and can take many forms. Some examples of behavior or conduct that may constitute sexual harassment include, but are not limited to, the following:
  - a. refusing to hire or promote, or granting or denying certain privileges because of acceptance or rejection of sexual advances
  - b. promising work-related benefit or a grade in return for sexual favors
  - c. suggestive or inappropriate communications, notes, letters, or other written materials displaying objects or pictures that are sexual in nature and that would create a hostile or offensive work or living environment
  - d. innuendoes, comments, and remarks about a person’s clothing, body, activities, or appearance
  - e. suggestive or insulting sounds
  - f. whistling in a suggestive manner

- g. humor or jokes about sex that denigrate men or women
  - h. sexual propositions, invitations, or pressure for sexual activity
  - i. implied or overt sexual threats
  - j. suggestive or obscene gestures
  - k. patting, pinching, and other inappropriate touching
  - l. unnecessary touching or brushing against the body
  - m. attempted or actual kissing or fondling
  - n. coerced sexual intercourse
  - o. sexual assault
3. Reported complaints of sexual harassment will be addressed promptly by the Title IX Coordinator in the following manner:
    1. Upon receipt of a written complaint, an in-depth investigation will be conducted.
    2. After evaluating the specifics of the complaint, the Title IX Coordinator will issue a finding to the appropriate area vice president.

Whether the alleged conduct constitutes sexual harassment depends upon the record as a whole and the totality of the circumstances, such as the nature of sexual advances in the context within which the alleged incident occurred.

***Title IX Policy: Discrimination on the Basis of Sex & Sexual Misconduct (excerpts from CBU Student Handbook)***

California Baptist University is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination on the basis of sex, which includes all forms of sexual misconduct. Sex discrimination violates an individual's fundamental rights and personal dignity. CBU considers sex discrimination in all its forms to be a serious offense. This policy refers to all forms of sex discrimination, including but not limited to: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. Title IX states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (20 U.S.C. § 1681). To ensure compliance with Title IX, CBU has developed policies and procedures that prohibit sex discrimination in all of its forms.

**Title IX Statement on Non-Discrimination:**

CBU does not unlawfully discriminate on the basis of sex in its educational programs and activities. This policy extends to employment with and admission to the University, as well as access to facilities, financial aid and courses.

## **Guidance on Reporting:**

CBU encourages those who have experienced any form of sex discrimination to report the incident promptly, to seek all available assistance, and to pursue University conduct charges and criminal prosecution of the offender. CBU takes complaints very seriously and will work with victims to ensure their safety and to remedy the situation.

## **Filing a Report or Making a Complaint:**

CBU encourages those who have experienced sex discrimination to report these offenses to either: the Title IX Coordinator, Deputy Title IX Coordinators, Residence Life Office, or the Department of Public Safety. The Title IX Coordinator can assist with all aspects of the reporting procedure and will conduct an investigation into a complaint. CBU encourages employees, including student workers, who believe they have either witnessed or been subjected to unlawful sex discrimination to notify the Associate Vice President of Human Resources:

Joe Opris

Phone: 951.343.4275

Office: Human Resources

E-mail: [jopris@calbaptist.edu](mailto:jopris@calbaptist.edu)

If for any reason the student is unable or unwilling to report the matter to any one of the individuals listed above, he/she may report the matter to the President of the University.

Detailed information about *Title IX Policy: Discrimination on the Basis of Sex & Sexual Misconduct* is found in the **CBU Student Handbook** at:

<https://calbaptist.edu/CBU%20Student%20Handbook%202023.pdf>

## **Guidelines for Student Grievance**

### **Conflict resolution**

A student who believes that he or she has a conflict with a program professor resulting from what the student perceives is an incorrect test score, course grade or improper disciplinary action by the program professor, and desires to challenge the adverse action, then the student shall seek redress using the following procedure.

Step 1. Seek to resolve the conflict directly with the program professor involved.

Students should seek to resolve conflicts with staff personnel directly with the staff member in question. If a student has a conflict with a program policy, they should bring their concern to the attention of a faculty or staff member.

## Hearing

Step 2. If Step 1 fails to resolve the conflict, the student shall file a written complaint to the MSPAS Program Director specifying the nature of the adverse action, evidence supporting student's assertion, and desired remedy sought by the student. Evidence may be in the form of written documentation and witness testimony. Upon receipt of student's written complaint, the MSPAS Program Director shall, at the MSPAS Program Director's discretion, either schedule a hearing to be heard by the MSPAS Program Director or designate a faculty panel to hear the complaint. The panel shall consist of the MSPAS Program Director and other program faculty, specifically excluding any faculty which may be involved in the student's complaint. Upon conclusion of the hearing, the MSPAS Program Director will render a written decision to the student within ten (10) calendar days of the hearing. The decision of the MSPAS Program Director is final and not subject to appeal.

A complaint should:

1. Be submitted in writing
2. Specify the nature of the adverse action
3. Identify and include the evidence on which it is based
4. Describe the specific relief sought

At the hearing of the complaint, the student shall respond to any questions of the MSPAS Program Director and/or panel and is permitted to provide any evidence, including witnesses, in support of the complaint. The hearing will not be recorded except that the student, the MSPAS Program Director and panel are permitted to take notes. Third party advisors (e.g. parents, family members and legal counsel for the student or any witnesses) are not permitted to attend the hearing. Upon conclusion of the hearing, the MSPAS Program Director will render a written decision to the student within ten (10) calendar days of the hearing. The decision of the MSPAS Program Director is final. For complaints against the Program Director, contact the Dean of the College of Health Science.

For conflict resolution of other institutional issues, students must direct their complaints and follow procedures required by the appropriate office.

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Student Services issues	Student Services Office	<b>951-343-4217</b>
Student Accounts issues	Finance and Administration Office	<b>951-343-4371</b>
Financial Aid issues	Finance and Administration Office	<b>951-343-4236</b>

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Sex discrimination,  
sexual harassment,  
and sexual violence issues

Title IX Coordinator

**951-343-4948**

## LEAVE OF ABSENCE AND VOLUNTARY WITHDRAWAL

### Leave of Absence

In exceptional circumstances, such as the sudden onset of a serious medical condition or family emergency, a leave of absence from the Master of Science in Physician Assistant Studies program may be granted by the Program Director. Students may request a leave of absence for up to one year in length. All requests must be made in writing. Please note the following: (i) a student who is absent for more than 1 week and has not requested a leave of absence will be dropped from the program; (ii) a student with an approved leave of absence who has not re-registered with the program after a leave of absence has ended, will be dropped from the program.

*The program reserves the right to determine the conditions for re-entry after any leave of more than one week duration. Coursework, exams and clinical experiences missed during any leave must be made-up within a timeframe agreed upon by the course instructor and the Program Director before the student may continue in this program in good standing. Additional tuition may be required to complete this program after re-entry.*

### Withdrawal

A student may withdraw from the program at any time. Students requesting full official withdrawal from the University must complete a Petition to Withdraw form available in the Graduate Admissions Office (Yeager Center B146, 951-343-4249). To complete the official withdrawal process, the student must complete and submit the form to the Graduate Admissions Office, complete the Exit Interview process through the Financial Aid Office, and reconcile any account balance in the Student Accounts Office.

*Failure to comply with these regulations will result in failing grades being entered on the student's permanent record, and dismissal will be recorded as unofficial.*

Ceasing to attend does not constitute an official withdrawal from a course or from the University. However, ceasing to attend all courses may result in Return to Title IV (Financial Aid) processing as required per federal regulations.

Refer to the Financial Aid and Student Account sections in the catalog for additional information regarding the effects of completing an official withdrawal and the effects of ceasing to attend without providing official notification to the University according to the official withdrawal.

### Withdrawal Procedures

Students requesting full official withdrawal from the University and semester must complete a Petition to Withdraw form available in the Graduate Admissions Office (Yeager Center B146, 951-343-4249). Complete withdrawal cannot be completed through Inside CBU.

To complete the official withdrawal process, the student must complete and submit the form to the Graduate Admissions Office, complete the Exit Interview process through the Financial Aid Office and reconcile any account balance in the Student Accounts Office. ***Failure to comply with these regulations will result in failing grades being entered on the student's permanent record, and dismissal will be recorded as unofficial.***

Ceasing to attend does not constitute an official withdrawal from a course or from the University. However, ceasing to attend all courses may result in Return to Title IV (financial Aid) processing as required per federal regulations.

Refer to the Financial Aid and Student Account sections in the catalog for additional information regarding the effects of completing an official withdraw and the effects of ceasing to attend without providing official notification to the University according to the official withdraw process.

### **Tuition Refund**

A student withdrawing from the university during the semester may receive a credit on tuition (room and board not included) according to the following schedule:

1. Within the first two weeks after semester begins: 100%
2. Within the third week after semester begins: 75%
3. Within the fourth week after semester begins: 50%
4. Within the fifth through eighth week after semester begins: 25%
5. After the eighth week of the semester, no refund.

Completion of even one course in a semester will make a student ineligible for withdrawal from the university for that particular semester.

For information about tuition and other related topics contact [Student Accounts](#) at: Phone: (951) 343-4371  
Fax: (951) 343-4515

Email: [StudentAccounts@calbaptist.edu](mailto:StudentAccounts@calbaptist.edu)

### **Reinstatement in the Department of PA Studies**

Because the curriculum is sequential and courses build on each other, re-admission, if desired, must be negotiated with the Program Director. Requests for reinstatement must be made in writing. The student must show that the problem leading to the withdrawal has been resolved such that success in this program will follow if the student is reinstated. Reinstatement is also dependent on the availability of a clinical training site.

## **ACADEMIC ADVISEMENT AND COUNSELING (A3.07)**

Faculty are more personally involved with students in this program than in traditional educational experiences. We expect you to rely on us to handle information in a trustworthy manner. Your faculty advisor acts as your mentor during the first year. We worry about the impact of isolation on a personal and professional level and expect a certain amount of openness from you. Students who close themselves off are shutting the door to a potential avenue for help. Our goal is to intervene early to assist you in successfully completing the program

Students and faculty advisors will have at least one formal meeting each term during the academic year. These meetings are opportunities to become better acquainted, to problem-solve any individual issues (academic, personal, and/or professional), to provide guidance in developing your role in the PA profession, etc. Additional advisor-student meetings may be scheduled at the request of either the student or faculty member. A different faculty member may be assigned as your senior advisor for the clinical year.

Attempts to resolve program problems should initially be undertaken within the MSPAS program. We would rather hear about issues directly from you than from some other source. Students may refer themselves or may be referred by faculty to the Office of Student Success for assistance with tutoring or study skills. The Writing Center is also available to assist students with writing papers.

### **Stress**

This program is very demanding, and stress will be felt by each student in different ways, and at different times. Each term has its own unique stresses and rewards. We expect you to develop functional ways of dealing with stress because it will continue long after this program is over. Your faculty advisor can be a resource for you in dealing with stress. In addition, we encourage you to contact the CBU Student Success Center and take advantage of their services. Our goal is to intervene early in order to assist you in successfully completing the program.

### **Student Services**

Office of Student Care

The CBU PA Program places student success a top priority. Based on a need the program is able to provide the following services:

- Tutorial Services
- Academic Success Workshops
- Academic Guidance
- Focused remediation of deficiencies

### **Student Counseling**

The **Counseling Center** serves a two-fold purpose: to provide counseling services to the California Baptist University community, and to provide supervision and training to practicum students in the Counseling Psychology graduate program. The college years are a time of growth and transition during which students are confronted with many questions about self, religious faith, relationships, and future plans. The Counseling Center exists to assist students in achieving their personal, social, spiritual, academic, and career goals through professional, confidential services including individual and group counseling, workshops, behavioral self-help, referrals, and crises intervention.

To learn more about the Counseling Center go to <http://www.calbaptist.edu/explore-cbu/offices/counseling-center/>

## CLEARANCE FOR GRADUATION

### It is the responsibility of the student to:

- Verify with the Graduate Admissions office that official transcripts from all institutions he/she attended have been submitted and are on file at that office.
- Verify with the Graduate Admissions office that transcripts for all prerequisite courses for entry into the physician assistant program have been received and are on file at that office.
- Verify with the Program Director of the MSPAS program or his designee that all degree compliance reports received from the Registrar's Office are true and accurate representations of his/her current and pending graduation status.
- Students must satisfy all program progression points.
- Students on probation must have documented proof of having completed all requirements for removal from probation prior to graduation.

### Clearance for the NCCPA (National Commission on Certification of Physician Assistants) Board Examination

*Note #1: Upon completion of the program, the Department of Physician Assistant Studies, in collaboration with the Registrar's Office, will confirm that each student has met the requirements for graduation from the program, and for conferral of the Master of Science in Physician Assistant Studies degree. In addition, the program will submit names to the NCCPA in order for graduated students to be able to take the national board.*

*Note #2: It is the student's responsibility to communicate as often as necessary with the Registrar's Office to verify that all requirements are fulfilled for graduation and for taking the NCCPA board examination. Students who fail to do this may find themselves ineligible for one or both of these events.*

## OPPORTUNITIES FOR CONTRIBUTIONS TO PA EDUCATION AND THE PA PROFESSION

### Course Evaluations and Student Input

There are opportunities throughout the MSPAS program for students to evaluate speakers and courses. These evaluations are most valuable when everyone in class participates and responds constructively. We expect that all students will complete evaluation forms for each course. If you have suggestions for course coordinators during the semester, you may provide input directly to the instructor. You may also provide your comments at meetings with your faculty advisor. Please remember to provide constructive feedback; sarcastic or offensive comments are not helpful in any context.

### Admission Interviews

Each year, students may be selected to participate as admissions interviewers for the current applicant pool. This usually involves at least one-half day of interviewing applicants, writing comments, and taking part in discussions with the other interviewers. Participating seniors are selected on the basis of coordination with any current clinical assignments. The Principal Faculty will make final selection of candidates.

### Professional and Student Organizations

Being a PA is a political as well as a clinical role. As relative newcomers among healthcare professionals, PAs must constantly strive to educate patients, other healthcare professionals, legislators, insurance companies and healthcare organizations about their role as members of the healthcare team. One of the most effective ways to do this is to join PA professional organizations

The CBU MSPAS program encourages all students to join and be active participants in the local, state and national professional organizations for physician assistants. As a condition of acceptance into the program, **students are required to join the American Academy of Physician Assistants and the California Academy of Physician Assistants**. The minimal membership dues required of students is money well spent.

As part of service to underserved populations, students in the CBU MSPAS program are expected to be involved with the University community as well as the local community. As part of the program, PA students will be required to participate in community events and service projects such as health fairs and food banks, social events, public education activities such as PA Day displays, career days, and fundraisers for class activities. Second year students are encouraged to attend PA conferences (if they do not compromise their education). Students must obtain department permission to attend physician assistant conferences prior to registering for them. Only students who are in satisfactory academic standing at the end of the semester prior to the event are given this permission. ***Requests must be submitted in writing or e-mailed no later than one month prior to the event.*** Arrangements to make up and complete any missed exams or assignments must be made with individual course chairs/coordinators, or preceptors. Professional leadership development for state and national academies begins during student years. Individuals can and do make a difference in our profession.

## HEALTH REQUIREMENTS

### Immunizations and Health Screening Policy

California Baptist University MSPAS program requires that its students be up to date on the following immunizations and skin tests. Students are expected to have these immunizations current upon matriculation and updated (as needed) prior to beginning their clinical clerkships.

### Immunization Verification

An Immunization Record form is to be completed by the successful candidate and uploaded to Complio as part of the application process prior to, and as a condition of matriculation. Students will also be required to update their health status and immunizations prior to entering the clinical phase of the program. Students should obtain the immunizations from their own health care provider, and upload form again to Complio. Students must sign a release so that immunization records and health status verification may be sent to the program.

- CDC Information:
- [CDC Adult Immunization Schedule](#)
- [Comprehensive Immunization](#)
- *California Department of Public Health: Public Health for All Vaccine Recommendations* <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/publicHealth4all/vaccines.aspx>

*\*PA Program Accreditation Standards A3.09: The program publishes, makes readily available to current **and** prospective students, and consistently applies policies based on current CDC health professionals' recommendations and applicable state or country mandates for:*

- a) minimum immunization and health screening of students*
- b) international travel (for programs offering international curricular components)*

### Health Screening and Immunization Verification

As part of the application process and as a condition of matriculation, accepted candidates are each required to complete and submit a health screening and immunization record form to the Student Health Center prior to matriculation. Students will be required to update their health status and immunizations prior to entering the clinical phase of the program. Health screening, immunizations and tests are available at the Student Health Center. Candidates and students may obtain the immunizations from their own healthcare provider but will still need to show proof and obtain clearance from the campus Student Health Services. Students must provide documentation of immunization or make arrangements with the Student Health Services to meet these requirements. Students must sign a release so that immunization records and health status verification may be sent to the program.

## **Incidental Medical Findings**

During a student's course of study, it's possible that an incidental medical finding may be noted or discovered. The incidental findings may include pathological findings or may be normal variants which may occur in any educational setting throughout the didactic and clinical phases of the PA Program. If an incidental finding is noted, confidentiality should be maintained and the student with the incidental finding should be instructed to follow up with his/her primary care provider, the Student Health Center, or public emergency services, as the finding may warrant diagnosis and consideration for management.

It is important to note that, per accreditation standards, the program faculty, staff, and guest instructors are not allowed to provide the student medical care or to access the student's health records except in the event of an emergency. However, they may choose to recommend or advise appropriate referrals. Educational experiences are not intended to discover or evaluate medical conditions or diagnoses. Students, content consultants, faculty, and staff members do not undertake and do not assume liability for failure to identify underlying or previously unknown medical conditions and do not assume liability for subsequent outcomes.

## **Universal Precautions**

All PA students must complete this program on Universal Precautions. The program will ensure that you receive training in the appropriate handling of blood, tissues, body fluids, sharps and needles during your training. As part of your professional development, you will be responsible for incorporating these precautions into your routine practice while in patient care situations and for being certain that you understand what is available at each site as you rotate from one site to another.

***Infection/Contamination/Needle Stick*** or similar injuries and exposure to communicable diseases: Report to your instructor immediately. You will be sent to the Urgent Care/Emergency Department for evaluation, treatment, and follow-up as indicated. (See Appendix A)

## PROGRAM COSTS, FINANCIAL AID & REFUND POLICY

### Tuition and Fees

All tuition and fees will be collected through the Business Office. Through this system, your payment will be applied directly to your tuition. In addition to tuition, you may have other fees that will be collected by the Business Office. CBU's refund policy can be found [here](#). (A1.02h)



**Department of Physician Assistant Studies**  
**Estimated Program Costs (A)\***  
**Fall 2026 - Summer 2027**  
**(A3.11f)**

	Didactic Year	Clinical Year
<b>Semester 1 (Fall)</b>		
Tuition	\$20,073	\$20,073
General Fee	\$ 365	\$ 365
PA Program Fee	\$ 1,750	\$ 1,750
<b>Total</b>	<b>\$22,188</b>	<b>\$22,188</b>
<b>Semester 2 (Spring)</b>		
Tuition	\$20,073	\$20,073
General Fee	\$ 365	\$ 365
PA Program Fee	\$ 1,750	\$ 1,750
<b>Total</b>	<b>\$22,188</b>	<b>\$22,188</b>
<b>Semester 3 (Summer)</b>		
Tuition	\$20,073	\$20,073
General Fee	\$ 365	\$ 365
PA Program Fee	\$ 1,750	\$ 1,750
<b>Total</b>	<b>\$22,188</b>	<b>\$22,188</b>
<b>Annual Tuition &amp; Fees</b>	<b>\$66,564</b>	<b>\$66,564</b>
<b>Total Program Tuition &amp; Fees</b>	<b>\$133,128</b>	

\*Costs are estimates and are subject to change.

*Tuition & Fees continued on next page.*

**Estimated Personal Expenses (B)\*\***

<b>Item</b>	<b>Didactic Year</b>	<b>Clinical Year</b>
Lab Coats/Scrubs	\$ 200	\$200
Diagnostic Equipment	\$ 1,100	
Books	\$ 2,000	\$500
Laptop & Accessories	\$ 500	
AAPA/CAPA Memberships	\$ 150	\$150
BLS/ACLS/PALS	\$ 50	
Background Check & Drug Screening	\$ 113	\$50
Transportation to Clinical Sites		\$1,500
Off-Campus Housing	\$10,900	\$10,900
<b>Annual Cost (B)</b>	<b>\$15,413</b>	<b>\$13,413</b>
<b>Total Annual Cost (A+B)</b>	<b>\$77,243</b>	<b>\$75,243</b>
<b>Total Program Costs (Didactic + Clinical)</b>	<b>\$152,486</b>	

**\*\*Not charged to the student by the University. Estimates are subject to change.**

**\*Costs are estimates and are subject to change.**

**Students are required to have health insurance which may be purchased privately or through CBU. For information see: <https://calbaptist.edu/life-at-cbu/student-support-services/university-card-services/student-health-insurance>**

## ADDITIONAL REQUIRMENTS

### Background Checks and Drug Screenings

All students entering the MSPAS program must undergo a background check and drug screenings. These will be required of all successful applicants upon matriculation and again prior to clinical rotations.

*All MSPAS students are required to complete their background check and drug screening before beginning their program and will be conducted through Complio.*

- Students will be required to complete a second background check prior to beginning the clinical year. You will be advised when and how to complete this requirement.
- If completing your background test and/or drug test through Complio, the PA Department will be notified of the results by Complio.
- Complio will also provide a list of locations to complete your drug test and background test.

### Medical Insurance

Students are responsible for securing their own health insurance coverage and must submit proof of healthcare coverage prior to matriculation. **Costs for medical services, including illness or injury that are not directly related to program activities, will be the responsibility of the student. Cost for medical services for illness or injuries that occur because of program-related activities, such as performing duties/a skill while on campus or at a clinical site, will be covered by CBU Workman's Compensation.** Please see Appendix-B for reporting and seeking care for these types of illnesses/injuries.

### Practice Liability Insurance

California Baptist University assumes the financial responsibility for providing liability insurance for students during their clinical clerkships and other assigned clinical events.

### Transportation

Students must have a current driver's license and reliable transportation in order to fulfil program- related activities at clinical sites and other venues.

### Financial Aid

CBU's financial aid team is *committed* to helping you find and secure the resources you need to finance your educational investment. To obtain information about Financial Aid please visit <http://www.calbaptist.edu/explore-cbu/offices/financial-aid/graduate/>

## **Grade Reports**

Grades are accessible online and are posted at the completion of each course. A student who is unable to complete a course during any term has to file a petition to receive an incomplete grade. The student is responsible for completing all additional work that may be required to clear the incomplete. Failure to comply with these conditions will result in a failing grade.

## **ID Badges**

You will be issued a CBU student ID badge the first time you are enrolled as a student at the University. Once issued, if the badge is lost, you may have to pay to have it replaced. The ID badge is your “passport” allowing you access to a variety of services on campus, such as the library, computer labs, student activities, etc.

## **Change of Address**

Students are responsible for notifying the Office of the University Registrar and the MSPAS office of any change in their address and/or phone number. If you receive financial aid, you should notify the Student Financial Aid office directly of any change of address.

## **CBU-MSPAS Communication Policy**

As part of the program requirement, each student must have a computer that meets specific minimum system requirements. You should arrive at the MSPAS program with adequate computer skills. This means that you should have and know how to use a web-browser and a word processing program. The primary method of communication between faculty, staff, and students will be via e-mail. Therefore, you should have e-mail skills, as you will be using this medium to communicate with the MSPAS Program. Students may request access to their student files. Please contact your advisor to make arrangements.

## **E-mail Addresses**

All students need to set up an individual account at the beginning of the program. CBU will arrange for you to set up an account and use the University system. Students can expect that:

- The department will notify students of schedule changes, assignments, etc., via e-mail if known 24 hours in advance. If there is less than 24 hours' notice, we will find another forum: phone, posting a notice, etc.
- Program announcements will be by faculty notification via e-mail, posting a notice, etc.
- Since faculty and staff often have significant responsibilities away from the office (e.g., site visits, administrative or organizational meetings), they will identify time out of the office by posting a message on their office door and/or notifying the secretary. At these times, students should refer questions, etc., to another faculty member or staff.

- E-mail will be checked daily by faculty and staff when they are in the office. Faculty and staff may check voicemail at least once each business day even when they are out of the office.
- All program contacts will be responded to in a prompt manner (ideally within 24 hours), even if it is to say, “We received the message, and we are working on it – a definite response will come later.”
- If assignments are submitted via e-mail, faculty or staff will respond to the student with a message saying that the assignment was received within 1-2 working days of receipt.
- When responding to e-mail, responses will include the original message when appropriate.
- Messages will be forwarded to others when appropriate.

## **Teaching Out**

The institution accepts the responsibility for teaching out students who have matriculated into the physician assistant program. In case the program loses accreditation because of action by the ARC- PA, or because of regional or action or federal law, the institution will honor all responsibilities entered into contract with the ARC-PA, and will continue to provide funding, administrative, faculty and facility support until students complete the program. In case the institution is required to comply with immediate closure, it will exhaust every effort to assist students in relocating to other programs. As an entity accredited by Western Association of Schools and Colleges Senior College and University Commission (WSCUC), the institution is the aware of this concern and will comply with the teaching-out process as described by WSCUC Teach-Out Plans and Agreements Policy, available at

[https://www.wascsenior.org/files/Teach\\_Out\\_Plans\\_and\\_Agreements\\_Policy.pdf](https://www.wascsenior.org/files/Teach_Out_Plans_and_Agreements_Policy.pdf)

## Appendix-A



California Baptist University  
Department of Physician Assistant Studies

### Policy on Infection Control and Standard Precautions

#### ARC-PA Standard

**A1.02e: "The sponsoring institution is responsible for documenting security and personal safety measures for PA students, faculty, and staff in all locations where instruction occurs"**

#### A3.05ab

**The program, publishes, makes readily available and consistently applies policies addressing student exposure to infectious and environmental hazards.**

**A3.09** The program must inform students of written policies addressing student exposure to infectious and environmental hazards before students undertake any educational activities that would place them at risk for current and prospective students.

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

#### Policy on Safety and Infection Control

The safety of all students, faculty, staff and patients is of primary concern. MSPAS students, staff and faculty must adhere to all established California Baptist University safety policies and all Department of Physician Assistant Studies safety policies. Students must notify the didactic or clinical faculty and clinical preceptor (as appropriate), as soon as there is a possibility of exposure to bodily fluids or potentially serious infectious diseases. All faculty, staff, and students will utilize **Standard Precautions** during all activities that present a risk of exposure to blood/body fluids or chemical hazards. Failure to do so will be grounds for disciplinary action. **The policy on safety and personal security applies in all locations where instruction of physician assistant students occurs.**

#### Procedures

## **Standard Precautions**

Standard precautions are the minimum safety and infection prevention practices that apply to **all** patient care and laboratory or technical skills training experiences in any setting where health care or healthcare training is delivered. These practices are designed to protect healthcare professionals (HCP) and prevent the spread of infections to others. Students will undergo infection control and standard precautions training during program orientation, in the Clinical Skills I (PAS 525) course, and again prior to the clinical year. General safety and patient safety will be covered in PAS 516 Professional Practice & Policy.

### **Standard Precautions include:**

#### **1. Hand hygiene**

Good hand hygiene is critical in reducing the risk of spreading infection. Current CDC guidelines recommend use of alcohol-based hand rub for hand hygiene except when hands are visibly soiled (e.g. dirt, blood, body fluids), or after caring for patients with known or suspected infectious diarrhea, in which cases, soap and water should be used. Key situations where hand hygiene should be performed include:

- Before touching a patient, even if gloves will be worn.
- Before exiting the patient's care area after touching the patient or the patient's immediate environment.
- After contact with blood, body fluids or excretions, or wound dressings.
- Prior to performing an aseptic task (e.g. placing an IV, preparing an injection).
- If hands will be moving from a contaminated-body site to a clean-body site during patient care.
- After glove removal.

#### **2. Use of personal protective equipment (PPE)**

*Exam gloves* will be worn when there is risk of contact with or when handling blood or body fluids or when there is a potential for contact with mucous membranes, non-intact skin or body orifice areas, or contaminated equipment.

*Facial masks, protective eyewear, and/or gowns (as well as gloves)* will be worn when performing/assisting procedures with a risk of body fluid or other hazardous material splashes or sprays.

#### **3. Safe injection practices**

- No recapping of needles unless required by the specific procedure being performed.
- Use of self-sheathing needles and/or needleless systems when available.
- All needles and other disposable sharps will be placed in designated puncture resistant containers as soon as possible after their use.

#### **4. Safe handling of potentially contaminated surfaces or equipment**

Environmental cleaning: Areas in which patient care activities are performed will be routinely cleaned and disinfected at the conclusion of the activity.

Medical equipment safety: Reusable medical equipment must be cleaned and disinfected (or sterilized) according to the manufacturer's instructions. If the manufacturer does not provide guidelines for this process the device may not be suitable for multi-patient use.

#### **5. Respiratory hygiene/Cough etiquette**

- Cover mouth/nose when coughing or sneezing.
- Use and dispose of tissues.
- Perform hand hygiene after hands have been in contact with respiratory secretions.
- Consider using a mask to prevent aerosol spread.
- Sit as far away from others as possible when ill with respiratory symptoms.

Compliance with all safety practices is a not just good procedure - it is a mark of your professionalism. Persistent failure to observe and practice standard precautions may result in adverse/disciplinary action for unprofessional behavior and referral to the Student Progress Committee.

#### **Post-exposure protocols**

Should an exposure to blood and/or other body fluid or a needle stick injury occur, the procedure for obtaining appropriate medical care is as follows.

- a. Immediately cleanse the affected area/s:
    - Wash needle sticks and cuts with soap and water
    - Flush splashes to the nose, mouth or skin with water
    - Irrigate eyes with clean water, saline, or sterile irrigation fluid
  - b. If the exposure occurred during the didactic phase on campus, immediately report the exposure to the faculty member in attendance and seek medical care.
  - c. If the exposure occurred during the clinical year at a clinical site, immediately notify the supervising physician or other site supervisor and follow site established protocol of the clinical site. If there is no established protocol on site, seek treatment at the closest Emergency Department. In either case, the student should seek immediate treatment. Notify the Clinical Coordinator or other program personnel within 2 hours, or as soon as you are able to.
- Complete and submit the *Student Needle-stick/Exposure Form/Injury Form* to either the

Course Coordinator or Clinical Coordinator within 24 hours, or as soon as you are able.

**Note: Students are required to carry medical insurance as a condition of admittance to the program.**

**Medical Evaluation:** It is very important that medical evaluation take place immediately because treatment decisions must be made within 2 hours of exposure. HIV prophylaxis for high-risk exposure appears most effective if started within 2–4 hours. It is also extremely important to evaluate the donor's risk status immediately.

**Medical Evaluation Facilities:** The student should report immediately to the Student Health Center if the exposure occurs on the CBU campus during regular working hours. If the exposure occurs at an off-campus clinical site, the student should follow the Infection Control policy of that facility. Outside of these hours, the student should go immediately to the nearest emergency room associated with the clinic or office where the incident occurred for the initial evaluation. Follow-up can be done at the Student Health Center.

**Laboratory Testing/Treatment:**

- a. To determine whether treatment of the student is necessary, blood must be drawn from the patient/donor (i.e. source of contamination) to evaluate Hepatitis B, C, and HIV status. In a hospital setting, the Infection Control Nurse or Nursing Supervisor is often authorized to order these tests on the patient/donor. The Infection Control Nurse or Nurse Supervisor should also review the medical record, question the patient/donor about risk factors, and obtain the patient's/donor's consent to do the tests necessary to evaluate their health status.
- b. If the exposure occurs in an outpatient setting (and these tests cannot be done), the patient/donor may need to accompany the exposed student for evaluation.

**Effects on Program Participation:** Continued participation in the activities of the PA program will not be affected by any injury or illness that occurs while enrolled *provided* the student continues to meet all Technical Standards and fulfill all defined requirements for program progression and is not directly infectious by way of routine contact.

## Appendix-B



### Department of Physician Assistant Studies

#### Injury Report Protocol

#### (A3.05c)

If you are hurt, while on performing program-related activities on campus or on rotations/clerkships, you should:

- ✓ Report the injury to your instructor or on-site supervisor immediately
- ✓ If on clinical rotations, report the injury to the Director of Clinical Education, Clinical Coordinator, and/or Clinical Administrative Support Specialist within **2 hours**. If the injury occurs during the didactic year on campus, contact the program office.
  - CSS: 951-552-8962
  - DCE: 951-552-8978
  - Program Office: 951-552-8515
- ✓ Obtain medical treatment at (all injuries need to be evaluated):
  - CBU Health Center**
  - Located in at 3626 Monroe Street, Riverside, CA 92504
  - Hours: Monday–Friday: 8:30 a.m.–5:30 p.m.
  - Phone: (951) 321-6520 or dial ext. 8811 from on campus
  - No appointment necessary for illness or sickness.
  - NOTE:** if after hours and urgent, go to Parkview Medical (on Jackson/Magnolia)
  - If emergent, go to the hospital or facility you are working at, or the nearest ED.
- ✓ Give the contact information below to the medical provider for insurance billing purposes.
- ✓ Fill out the incident form (page 71) and return to CBU Human Resources within 24 hours of the accident.
  - Call Joe Opris, Associate VP for Human Resources Phone: 951.343.4275, Email: [jopris@calbaptist.edu](mailto:jopris@calbaptist.edu)
- ✓ Fill out the CBU PAS Injury Form (page 72) within 24 hours of the incident and turn into the CBU PAS Department.
- ✓ Go to **ALL** follow-up medical appointments:
  - Give paperwork to Human Resources Workers' Compensation Insurance Information:

GuideOne Insurance  
Policy #: 04367898  
PO Box 14543 Des Moines, IA 50306  
Phone: (888) 748- 4326

**California Baptist University**  
**INCIDENT INVESTIGATION**  
**REPORT**

Employee Name: \_\_\_\_\_

Employee Job Title: \_\_\_\_\_

Employee Supervisor: \_\_\_\_\_

Date of injury: \_\_\_\_\_

Date reported the injury: \_\_\_\_\_

Location of incident: \_\_\_\_\_

\_\_\_\_\_ Time of incident: \_\_\_\_\_ a.m. \_\_\_\_\_  
\_\_\_\_\_ p.m.

Average hours employee works per day: \_\_\_\_\_

Time Employee began work \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.

Was the employee/student unable to work remainder of the workday: YES NO (circle one)

Date last worked \_\_\_\_\_ Still off work. YES NO (circle one)

Specific Injury (illness, part of body affected, medical diagnosis):

What was the employee doing at the time of incident?

.....  
.....

How did the incident occur?

.....  
.....

Name of witnesses to incident: \_\_\_\_\_

Object or substance that directly injured the employee (weight of box, other object, chemical exposed)

:

Employee sent to:

- Parkview Occupational Medicine
- Riverside Medical Clinic Occupational Medicine
- Refused Medical Treatment

Completed by: \_

Date:

Employee Signature:

Date:

Refusal of Medical Treatment Signature:

Date:

The California Department of Insurance Fraud Division together with District Attorneys, Insurers and Employers will investigate and prosecute persons suspected of insurance fraud crimes.



**California Baptist University**  
Department of Physician Assistant Studies

**Student Needle-stick/Exposure Form/Injury Form**

*This form is to be completed when there has been a student needle stick, bodily fluid exposure, or injury, and submitted to the PA department within 24 hours of the exposure/injury. Students must also directly report the exposure incident to the MSPAS program faculty within 2 hours of the exposure/injury.*

Date: \_\_\_\_\_ Name of Student: \_\_\_\_\_

Date and Time of Exposure/Injury: \_\_\_\_\_

Location: \_\_\_\_\_

Name of person notified at the site: \_\_\_\_\_

Date and time of site notification: \_\_\_\_\_

\_\_\_\_\_ List witness if any, to the incident:



## Appendix-C



### California Baptist University Department of Physician Assistant Studies

#### Policy on Safety and Personal Security

##### ARC-PA Standards

**A1.02e:** The sponsoring institution is responsible for documenting security and personal safety measures for PA students, faculty, and staff in all locations where instruction occurs.

**Narrative:** Security and personal safety measures will be presented during orientation for incoming faculty and students. Topics include college rules and regulations, alcohol and drug use, weapons, medical emergencies, fire emergencies, sexual harassment and active shooter response among other topics. In addition, the institution has a security force in place. Clinical sites are evaluated for safety prior to acceptance. As part of the program, students will receive orientation on topics such as HIPAA requirements, universal precaution, and injury prevention and reporting. For compliance with A103g, the Director of Clinical Education will be responsible for verifying safety and security at clinical sites and the Director of Public Safety will be responsible for on-campus security and personal safety measures. **Security and safety policies apply to all students and faculty in all locations where instruction occurs.**

California Baptist University Safety Services is committed to providing high quality services to the University community and promoting a safe and secure environment that supports CBU's mission and philosophy.

##### Safety and Security Issues

###### On-Campus:

1. CBU Safety Services provides (twenty-four) hour assistance to the campus community. All areas of the campus are regularly patrolled, and Safety Services Officers may be contacted by dialing 4311 from an on-campus phone or (951) 343-4311 from an off-campus phone.
2. We expect our students and department personnel to abide by rules, regulations, policies, and procedures of the Facility and attend any required training by the Facility including, but not limited to training on personal and workplace safety and security.

3. In the event of an earthquake, fire, or active shooter CBU protocols are in place and will be set in motion. The faculty, staff, students, and visitors will be notified of a need to evacuate through activation of one or more of the following systems: warning sirens/horns, flashing strobe type lights, and/or verbal directions.
4. If you are in danger or are in a threatening situation, leave the premises if possible and contact the facility security (951-343-4311) or the police immediately. Contact the Clinical Coordinator after you are out of danger. You may be required to file an incident report or police report.
5. For additional information regarding CBU campus security policy, please visit: <https://calbaptist.edu/life-at-cbu/student-support-services/safety/>

### **Off-Campus:**

1. The facility at which the Supervised Clinical Practice Experience (SCPE) takes place shall provide CBU PA students access to the facility's rules, regulations, policies, and procedures with which the CBU PA students are expected to comply. This includes the Facility's OSHA, personal and workplace security, and personal safety policies and procedures and shall address all appropriate safety measures for all CBU PA students and any CBU PA instructors on site. It will be the preceptor's responsibility to take reasonable steps to ensure personal safety and security of students during the SCPE.
2. If you have been threatened, accosted, propositioned, intimidated, or have encountered other unacceptable behavior at a clinical site, contact the Clinical Coordinator as soon as possible. Preferably, do this before leaving the site.
3. If you are threatened, attacked, injured, or accosted by a patient or his/her family members or guests, contact your Preceptor or mentor immediately. Report this even if the patient was ill and unaware of his/her actions. You may also be required to file an incident report, contact the clinical site security, or to contact the police.
4. **The University does not tolerate Sexual Harassment.** Please review the *California Baptist University Student Handbook*:

[http://www.thezonelive.com/SchoolStructure/CA\\_CaliforniaBaptistCollege/handbook.pdf](http://www.thezonelive.com/SchoolStructure/CA_CaliforniaBaptistCollege/handbook.pdf)