



Department of Physician Assistant Studies

Physician Assistant Program Student Handbook



Revised: February 5, 2024

The Physician Assistant Program will provide notice of revisions.

These policies support Program compliance with the ARC-PA Standards of Accreditation, 5th Ed. (A3.02)

THE PHYSICIAN ASSISTANT PROGRAM

Welcome to the Physician Assistant Program, housed in the Department of Physician Assistant Studies (DPAS), College of Health and Human Services, at Northern Arizona University – Phoenix Bioscience Core.

The program is designed to prepare graduates to become excellent and committed professionals in the delivery of health services throughout Arizona. In collaboration with the University of Arizona College of Medicine - Phoenix, the 24-month program offers an integrated curriculum in a state-of-the-art learning environment.

The program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), 3325 Paddocks Parkway, Suite 345 Suwanee, Georgia 30024 <http://www.arc-pa.org/> (A3.12a)

The first year consists of courses taught at the downtown Phoenix Bioscience Core, and the second year includes supervised clinical practice experiences located in diverse geographical areas of Arizona as well as regularly scheduled meetings at the Phoenix campus (Appendix A). The program grants a Master of Physician Assistant Studies (MPAS) degree. All student learning outcomes are provided in didactic and clinical phase course syllabi. (B1.03)

All PA students are subject to the policies and regulations of the University and Graduate College. Students are referred to the following sources:

- <http://nau.edu/university-policies/>
- <https://nau.edu/graduate-college/handbooks-manuals-and-policies/>
- <http://nau.edu/Student-Life/Student-Handbook/>
- <http://nau.edu/Registrar/Important-Dates/>

It is the student's responsibility to carefully read and understand the Student Handbook. Students are required to acknowledge they have access to and an understanding of the document prior to beginning classes. Students should address any questions or concerns regarding the document to the Program Director.

The Student Handbook is subject to revision. Any updates will be sent via NAU email, saved to Canvas LMS, and posted on the PA website. (A1.02; A3.01; A3.02; A3.13)

PROGRAM MISSION AND GOALS

The **mission** of the Northern Arizona University Physician Assistant Program is to educate individuals from inclusive backgrounds and lived experiences and graduate physician assistants who provide high quality, compassionate medical care to the people of Arizona. (A2.05a)

In addition, the program will strive to achieve the following **goals** (A2.05a):

1. Provide a broad, interdisciplinary medical education including evidence-based practice to facilitate students' success in dynamic healthcare environments.
2. Prepare graduates to practice in diverse settings throughout Arizona, with emphasis on primary care and medically underserved communities.
3. Utilize technology and innovative teaching strategies to equip students effectively and efficiently with the necessary knowledge, skills, and attitudes to become competent healthcare providers, life-long learners and leaders in their communities.
4. Develop a tradition of excellence in preparing students to successfully complete the national certification examination and serve the people of Arizona.
5. Develop staff members with a commitment to excellence in service to students, faculty and the community. develop faculty with a commitment to excellence in teaching, scholarship and service.

COLLEGE OF HEALTH AND HUMAN SERVICES MISSION AND VALUES (A1.11a)

The College of Health and Human Services prepares students to become competent health professionals while inspiring leaders in practice, scholarship, and service. We strive to improve the health and well-being of the diverse communities we serve.

1. Student-centered: We place student learning, empowerment, and success at the center of our programs and services.
2. Discovery: We embrace the teacher-scholar model to create, share, and expand upon knowledge and practice.
3. Responsive: We deliver academic programming that reflects evidence-based and innovative healthcare education.
4. Inclusion and diversity: We acknowledge and respect the strength of diversity and inclusion among faculty, students, and staff that reflect the communities served.
5. Service: We believe that people achieve meaningful outcomes through authentic and collaborative partnerships.

TECHNICAL STANDARDS (A3.13e)

This curriculum requires demonstrated proficiency in a variety of cognitive, affective, and psychomotor skills. A student must possess the capability, with or without reasonable accommodations, to complete the entire curriculum. A student with a disability requiring accommodation in order to meet the listed technical standards must contact Disability Resources (<http://nau.edu/Disability-Resources/>) prior to matriculation in the program or as soon as possible.

The program requires each student to possess the minimal skills listed below to participate in coursework, demonstrate proficiency of essential skills, and progress through the program. It is essential that each student meets the technical standards listed, which are necessary for safe and effective progression through the program.

1. Students are expected to comply with all NAU student codes of conduct.
2. Students must be able to observe and participate in all demonstrations and experiments in the basic sciences, including computer assisted instruction.
3. Students must be able to participate in high fidelity, simulated, virtual, electronic, and online environments and learning experiences in both synchronous and asynchronous delivery methods and systems.
4. Students must be able to learn to analyze, synthesize, problem solve, and reach diagnostic and therapeutic judgments.
5. Students must be able to demonstrate the ability to perform inspection, palpation, auscultation, and percussion.
6. Students must be mature, compassionate, and insightful in their interactions with patients from all socioeconomic, racial and ethnic backgrounds, belief systems, and with diverse sexual orientation and gender identities.
7. Students must be able to relate to patients and establish an empathetic, professional, and effective relationship with patients.
8. Students are expected to be able to communicate the results of the examination to the patient and to their colleagues with accuracy, clarity, and efficiency.
9. Students are expected to possess the ability to work collaboratively with all members of the health care team.
10. Students are expected to be able to learn and perform laboratory tests and diagnostic and therapeutic procedures.
11. Students are expected to be able to display appropriate judgment in the assessment and treatment of patients. In addition, students must be able to learn

and demonstrate the ability to recognize limitations in their knowledge, skills and abilities and to seek appropriate assistance with their identified limitations.

12. Students must be able to learn to respond with precise, quick, and appropriate action in emergency situations.
13. Students are expected to be able to accept criticism and adopt appropriate modifications in their behavior.
14. Students are expected to possess the ability to work collaboratively with all members of the health care team. Physician assistant students must be able to develop mature, sensitive, professional, and effective relationships with patients, colleagues, faculty, and staff despite commonly increased levels of mental stress in PA education.
15. Students must have the emotional stability to function effectively under stress and adapt to an environment, which may change rapidly without warning, and/or in unpredictable ways. Long and irregular hours of both study and performance beyond the required and assigned times are often necessary to acquire mastery of knowledge, skills, and/or behaviors.
16. Students must have a high level of compassion for others, motivation to serve, integrity, and a consciousness of social values. Students are expected to work with individuals exhibiting a broad spectrum of personality traits.
17. Students are expected to work in classroom and supervised clinical environments with possible exposure to communicable diseases, toxic substances, ionizing radiation, medicinal preparations, and other such conditions common to the medical and surgical fields.
18. Students are expected to travel to and live in remote, rural, and/or distant locations to complete clinical experiences. Transportation and housing arrangements are the responsibility of the PA student.
19. Students are expected to possess perseverance, diligence, and consistency to complete the physician assistant curriculum and enter the practice of medicine as a certified and licensed physician assistant.



UNIVERSITY POLICIES AND PRACTICES

ACADEMIC STANDARDS OF CONDUCT (A3.15a)

The University is an academic community and expects its students to have a commitment to academic integrity through serious observance of standards for academic honesty and respect. A university can function properly only when its members adhere to clearly established goals and values. Therefore, academic standards are established to ensure that these principles are upheld. These policies can be found in the Academic Catalog at: <https://policy.nau.edu/policy/policy.aspx?num=100601>.

ALCOHOL AND OTHER DRUGS

Northern Arizona University's primary concern is for the health and welfare of its community members. Accordingly, the University prohibits the illicit use of alcohol and other drugs on University property or in connection with University-sanctioned activities or events wherever located. The University recognizes substance dependency as a serious health and safety issue and offers comprehensive education, prevention, and referral services. The University will support students and employees who seek its assistance in confronting a substance dependency problem. At the same time, the University will hold all members of its community responsible for their behavior. (A1.02) <https://nau.edu/wp-content/uploads/sites/26/Alcohol-and-Other-Drugs.pdf>

BACKGROUND CHECKS AND FINGERPRINTING

The Joint Commission on Accreditation of Healthcare Organizations (JCAHO) requires "information on criminal background according to law, regulation, and organizational policy" on all employees, students, and volunteers according to the 2005 proposed standards in section HR 1.205.

Students in the program will be subjected to criminal background checks and fingerprinting to meet clinical placement requirements. Additional background checks may also be required by specific sites. Students will be responsible for the cost of all background checks and fingerprinting. (A1.02g)

COMMUNICATION

NAU email account - All students are assigned a NAU email account at the time of admission to the program. It is imperative that students check their NAU email account daily (including weekends). The NAU email address is considered the official University email and the only account that the program uses to communicate with students.

Exxat - a web-based administration system for the clinical year, is the main conduit for information and communication regarding site assignments, site and preceptor information, uploading and downloading documents, completing assignments and evaluations, and logging patient encounters.

RELIGIOUS OBSERVATION AND PRACTICE

NAU follows the Arizona Board of Regents policy which forbids discrimination based on religious beliefs or practices or any absences resulting from them. In addition, a student cannot be discriminated against for seeking a religious accommodation pursuant to this policy. A refusal to accommodate is justified only when undue hardship would result from each available alternative of reasonable accommodation.

SAFE LEARNING ENVIRONMENTS (A3.15f)

Northern Arizona University is committed to providing a working and learning environment free from discrimination, harassment, including sexual harassment, and retaliation. This policy prohibits discrimination and harassment based on protected status including race, color, religion, sex (including pregnancy), national origin, age, disability, veteran status, sexual orientation, gender identity and expression, or genetic information. This policy also prohibits retaliation for raising concerns under this policy or participating in an investigation. <https://nau.edu/wp-content/uploads/sites/26/Nondiscrimination-and-Anti-Harassment-INTERIM.pdf>

The Equity and Access Office is available to all members of the university community to discuss concerns related to a safe learning and working environment, to explore

complaint options, and for assistance locating other university offices or resources that may be of assistance for a particular problem or issue. <https://in.nau.edu/eao/>

The university has an appointed Title IX campus official with independent authority to address and correct discrimination, harassment, and behaviors that constitute sexual misconduct. Her responsibilities include sexual harassment, sexual assault, relationship violence, and stalking. Elyce C. Morris, Title IX Coordinator, TitleIX@nau.edu and <https://in.nau.edu/title-ix/>

During clinical rotations, students should also report any concerns to the Clinical Coordinator by phone or email. Students are encouraged to immediately leave the site and contact emergency services if they feel unsafe.

University Policy prohibits consensual or romantic relationships between individuals where there is real or perceived authority, influence, or responsibility.

<https://nau.edu/wp-content/uploads/sites/26/Consensual-Romantic-or-Sexual-Relationships.pdf>

This includes, but is not limited to such instances as:

- Supervisor/subordinate employee
- Academic dean/chair and faculty within their college/school
- Faculty/student in that class or program
- Teaching Assistant and student in class
- Coach or Athletic Trainer and student-athlete
- Resident Assistant and resident of their area of responsibility
- Such situations must be reported to the Equity and Access Office who can advise the parties and may be able to assist with a Conflict Management Plan.

TOBACCO FREE CAMPUS

Northern Arizona University recognizes tobacco use as a public health hazard and prohibits smoking and all other tobacco use on its campuses and in its facilities and vehicles. The goal is to provide a healthy, clean, educationally productive learning, working, and living environment for students, faculty, staff, and visitors.

<https://nau.edu/wp-content/uploads/sites/26/Tobacco-Free-Campus.pdf>

WEB-BASED PLATFORMS

Canvas - NAU's learning management system (LMS) is used to manage course documents, assignments, lectures, policies, and other materials.

LIBRARY AND LEARNING RESOURCES (A1.09)

The NAU Cline Library (located in Flagstaff) has a large collection of resources available, both in the library and online. These include technology and research support, journals, books, references, and much more. A free document delivery service enables distant students to request materials from Cline and its partner library, Coconino Community College, and many materials can be emailed to students upon request. PA academic library resources can be accessed at: <http://libraryguides.nau.edu/pbclibrary>.

The PA students also have full access to UA Online Medical Library including online textbooks. A limited selection of hard copy references and instructional aides are available in the Phoenix Biomedical Campus library. Also available in the medical library are individual and small group study areas, a computer training room, and offices for support staff that provide research assistance as needed.

The NAU librarian is catherine lockmiller at 602-298-4006 or catherine.lockmiller@nau.edu.

PA students can schedule an individualized consultation with the NAU librarian as needed.

FINANCIAL AID (A1.02f; A3.12f)

The Office of Scholarships and Financial Aid (<https://nau.edu/office-of-scholarships-and-financial-aid/>) provides students with assistance when applying for all need-based funds. Current tuition and fees are based on program type and campus, and are located here: <https://in.nau.edu/sdas/tuition-fees/>

To be eligible for financial assistance, students must complete the Free Federal Application for Student Aid (FAFSA) at: <https://fafsa.ed.gov>.

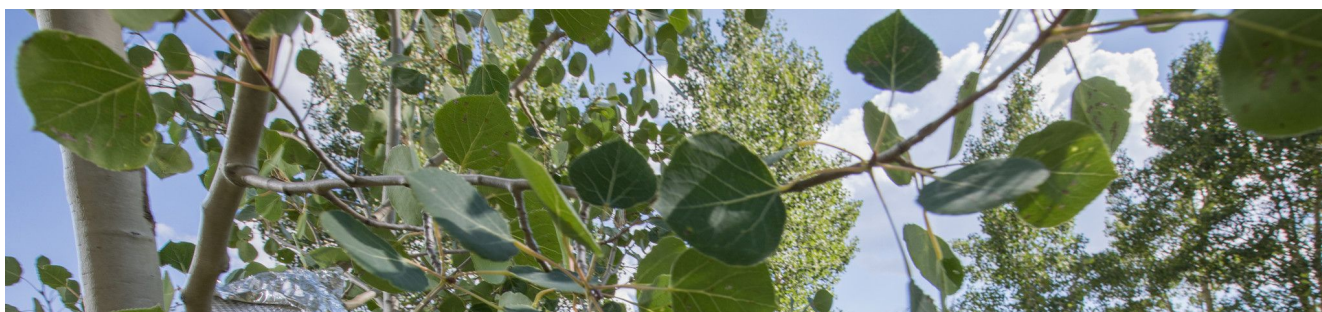
Information on tuition refunds can be found here <https://in.nau.edu/sdas/tuition-refunds/>
Financial Aid emails: Financial.Aid@nau.edu
Financial Aid phone number: [928-523-4951](tel:928-523-4951)

STUDENT GOVERNMENT

The Graduate Student Government (GSG) strives to improve the graduate student experience including how graduate students can contribute to the university. Currently, students are involved in transportation and sustainability issues, graduate student housing options, funding travel grants, campus-wide committees, and health care coverage. [NAU Graduate Student Government](#)

FACILITIES

Safety and Security - Northern Arizona University - Phoenix Bioscience Core is a closed campus. Students, Faculty and Staff are required to wear their PBC card visibly at all times while on campus. PBC cards are required to gain entry into the building and are programmed to allow entry only during specific hours. As a locked campus, students are not to allow anyone to enter who is not properly credentialed. There is a security officer on site 24/7. (A1.02g)



PROGRAM POLICIES AND PRACTICES

ACADEMIC ASSISTANCE, COUNSELING, HEALTH, AND DISABILITY SERVICES (A3.10)

Academic Assistance - Northern Arizona University provides access to an Academic Success Coordinator. He provides counseling and guidance on such topics as time management and test-taking. For more information, please reach out to: Zachary Baker, Academic Success Coordinator, zachary.baker@nau.edu or 602-298-4004

Tutors - Tutors are available, free of charge, for some subjects in the didactic year. Students should inquire with the Instructor of Record (IOR) regarding available tutoring.

NAU Academic Success offers free tutoring to students, academic success workshops, and study skill workshops:

<https://nau.edu/academic-success-centers/>

<https://nau.edu/academic-success-centers/academic-success-workshops/>

<https://nau.edu/academic-success-centers/study-resources/>

University Writing Commons (UWC) assists students with developing and refining their writing skills: <https://in.nau.edu/university-writing-commons/>

Emergency Student Services - The Office of the Dean of Students serves as a central location to provide support and referrals for students facing educational barriers related to a variety of issues. For more information, please visit <https://in.nau.edu/dean-of-students/emergency-services/>

Mental Health Crisis Information

NO COST 24-hour emergency support

- National Mental Health Crisis Line: 988
- Arizona Statewide Crisis Hotline: 1-844-534-HOPE or text 4HOPE
- Crisis Text Line - Text 741-741

- Mobile Crisis Team for face-to-face assessment, intervention, support, and referrals to longer-term support.
 - o EMPACT. Crisis Hotline: 480-784-1500
 - o Terros Crisis hotline: 1-800-631-1314
- Trevor Lifeline (LGBTQIA): 866-488-7386 or text 678-678
- Veterans Support Line: 800-273-8255

PBC Counseling Information

Free therapy services available on campus or via secure video

Jenny Holzapfel, Ph.D. is a licensed psychologist on the PBC campus

pbc.counseling@nau.edu

NAU Counseling Information

Jacks Care 24/7 – 866-656-9983 (can also access through TELUS app)

Provides crisis services and short-term non-crisis support via telephone or video (available in English, Mandarin, Cantonese, Spanish, French)

Health Services - NAU students may be seen at ASU Health Services, located on the Downtown Phoenix Campus - 500 N. 3rd Street, Health South, Suite 155, 480-965-3349 or 602-496-0721.

Program Principal Faculty, the Program Director, Chair, and the Medical Directors must not participate as health care providers for students in the program. (A3.09)

Disability Resources Center - The PA Program supports the Americans with Disabilities Act and Amendments Act as well as Section 504 of the Rehabilitation Act. A student with a disability requiring accommodation must contact Disability Resources (<http://nau.edu/Disability-Resources/>) prior to matriculation in the program or as soon as possible. Those students who need to request accommodations must register with the Disability Resources Office through the link above. A student is not eligible to receive accommodations until the registration process is complete. For those students who need accommodations, the program will attempt to identify a clinical education site that can meet the student's individual needs; this may require extra time and start dates of clinical experiences may be delayed. If appropriate accommodations cannot be achieved in an assigned clinical facility, the student may need to accept a different placement.

The program will provide reasonable accommodation in accordance with the recommendation(s) from Disability Resources as long as it does not: 1) Fundamentally

alter an essential element of the program; 2) Lower an essential standard of the program; 3) Create a significant risk to the health and safety of others.

HEALTH REQUIREMENTS (A3.07; A3.19) (Appendix B)

The PA Program requires that all students provide evidence of recent physical examination, up-to-date immunization/vaccination status (including annual tuberculosis screening and annual flu shot), criminal background check, and drug screen(s). For immunizations/vaccinations, the program adheres to CDC guidelines.

<https://nau.edu/physician-assistant/technical-standards/>

Students may request exemptions from the vaccination requirements based on disability or religious accommodation by contacting the NAU Equity and Access Office (<https://in.nau.edu/eao/>) at 928-523-3312 or equityandaccess@nau.edu.

If students have a disability, they may request reasonable accommodations by contacting Disability Resources (DR) (<https://in.nau.edu/disability-resources/>) at 928-523-8773 or dr@nau.edu. Once eligibility has been determined and accommodations have been approved, students are required to register with DR every semester to continue their accommodations.

To complete the PA Program core clinical practice experiences (SCPE) requirement, students participate at clinical sites that may have their own health and safety standards and/or application and review processes for vaccination exemptions and maintain the right to review NAU-approved clinical accommodations. As NAU does not govern or control clinical sites, they are not obligated to accept NAU-approved exemptions or accommodations.

In scenarios when clinical sites will not accept NAU-approved exemptions or clinical accommodations because they would fundamentally alter the nature of the sites' service, create an undue burden, or result in a legitimate health and safety risk, students may not be able to participate at those sites.

While NAU will make good faith efforts to identify alternative clinical sites that can facilitate NAU-approved exemptions or accommodations, students' inability to complete SCPE requirements due to vaccination status, may have academic and professional impacts, including the following:

1. Delayed graduation from the PA Program (because the student will have to “sit out” for rotation cycle[s]).
2. Inability to successfully complete the PA Program (because the student will be unable to complete a required course toward graduation).
3. Inability to meet the qualifications for the Physician Assistant National Certifying Examination (PANCE) (e.g., student did not successfully graduate from an accredited PA Program).
4. Inability to practice as a certified physician assistant.
5. Financial consequences associated with delayed graduation or failure to graduate from the PA Program.

Health Insurance - Health insurance is required while attending NAU. Students may not enroll in courses unless they can demonstrate proof of insurance. If a student does not already have coverage, insurance may be obtained through the NAU Health Plan at [Student Health Insurance Plan \(SHIP\) | Campus Health Services](#) or on the marketplace [HealthCare.gov](#)

STUDENT HEALTH STATUS

The PA Program requires participation in classroom, laboratory, and clinical activities. If a student has any health issues, religious or cultural directives that restrict their abilities in these settings, they must notify the course instructor as soon as possible.

In the event of a medical condition, the student may need to seek accommodations from the Office of Disability Resources. A student must notify the Program Director of any disability, impairment or condition that has the potential to jeopardize the safety of students, faculty, or patients or which prohibits full participation in classroom, laboratory, or clinical activities (injury, prolonged illness, pregnancy, etc.) as soon as possible. Failure to notify the Program Director may jeopardize the student’s standing within the program and ability to progress toward degree completion. Potential next steps may include:

1. Request documentation from the student’s licensed healthcare professional detailing the limitation(s).
2. Provide a written statement from the student’s licensed healthcare professional when limitations have been cleared.
3. Inform the student’s clinical affiliations of any change in health status and any possible limitations.
4. Determine if any restrictions or modifications of the coursework or clinical experiences are necessary in order to ensure a quality educational experience and

the safety of all concerned. If accommodations cannot be made, the student may be required to alter or postpone progression through the program or withdraw from the program.

Students' participation in the PA Program involves activities that inherently present safety risks. The program is committed to the safety of the students; students must adhere to program policies regarding safety in the classroom, laboratories, and clinic. (A3.08)

Examples:

1. Students are expected to follow the appropriate Hazardous Material and Infection Control Policies dictated by their campus and as presented at orientation (Appendix C).
2. Students are required to follow [Universal Precautions](#). All body fluids and blood should be treated with the assumption that they are infectious for blood-borne pathogens. Frequent hand washing or use of hand sanitizer is required. During public health concerns all students will be required to follow CDC guidelines (e.g. wearing masks).
3. If a student or third party becomes ill or injured during class, they must inform the course instructor immediately so that the Report of Injury procedure can be initiated. More details: [Report of Injury \(ROI\) | Human Resources](#)
4. Policies regarding storage and use of hazardous materials are dictated by the university in compliance with federal guidelines and can be found at [Hazardous Waste Management | Environmental Health and Safety](#)



THE ACADEMIC PROGRAM

The PA Program is a rigorous 24-month continuous program (Appendix A) (A3.12e). The first 12 months includes on campus didactic coursework. The second 12 months requires the students to complete clinical rotations (courses) in Arizona, including rural and medically underserved communities. All credits must be completed in the NAU PA Program. Transfer credits are not accepted. (A3.13c)

Orientation - First-year PA students are required to attend Orientation prior to the start of the didactic year. This gives students the opportunity to meet their peers, the faculty, and staff with whom they will be working and studying for the next two years. Faculty will review policies and procedures, program goals and expectations, resources for student success, and requirements for graduation.

Attendance - Consistent class attendance is expected of all students and is essential for the student to demonstrate mastery of course material. The program's policy is consistent with that of the Graduate College and addressed in the professionalism section (<https://policy.nau.edu/policy/policy.aspx?num=100335>).

Faculty may elect to stress the importance of class/lab attendance through course specific policies and determination of the student's final grade; specific course expectations will be articulated in the course syllabus.

Students with 7 absences in one semester, consecutive or otherwise, may experience a delay in academic progression. If faculty note a pattern of excused or unexcused absences, consecutive or otherwise, the student may be asked to meet with the Student Success Committee (SSC) to address their progression in the program.

Faculty Advisors - Each student is assigned a faculty advisor upon starting the program. Faculty Advisors oversee student progress in the program, to include academic and

professional milestones. Faculty Advisors facilitate prompt access to resources that may impact academic progress, including student health services, academic assistance, emergency student services, disability resources, and referral of students to services addressing personal issues which may impact their progress in the PA Program. Faculty contact information may be found at the end of this handbook. Meetings may be scheduled each semester, or more frequently based on need. (A2.05e; A2.17; A3.10)

Classroom Assessment

1. Course Syllabi - A course syllabus that describes the course objectives, learning outcomes, student expectations, grading criteria, and policies will be provided on or before the first day of each class. The syllabus may be provided through email and/or through Canvas. Familiarity with the syllabus is the student's responsibility; the student should verify any vague or confusing terms of the syllabus with the instructor within the first 2 weeks of class. If altered, the new syllabus becomes the criteria that will be used for determining student performance in the class. A student who feels that significant deviations from the course syllabus exist should talk with the Instructor and/or Program Director. (B1.03)
2. Written Examinations -. Exams may be proctored in person, online, or given on the honor system. Students are responsible for understanding the expectations of the exam and following the exam administration rules completely. Students must download all software, exam requirements, and other required updates in advance of the exam date. In the event that a student is unable to take a course exam at the designated time, an alternate time may be arranged between the student and the faculty member for the class in question. This arrangement may only be made if the IOR determines that there is an acceptable reason for rescheduling the exam. Specific dates and times of final exams are determined by the Program Director. Any exceptions to the schedule must be stated in the course syllabus.

Results of the student examinations will be provided within a reasonable time following the exam. Review of an assessment is the prerogative of the IOR. Review of previous tests will not be allowed during finals week. Challenging examination questions is the prerogative of the IOR.

The University is an academic community and expects its students to have a commitment to academic integrity through serious observance of standards for

academic honesty and respect.

<https://policy.nau.edu/policy/policy.aspx?num=100601>.

3. Course Grades - Grades given in the PA program are "A", "B", "C", and "F" as defined by individual course syllabi. A student must complete all the required courses and clinical rotations of the program with a passing grade to be eligible for graduation. A grade of "C" is the minimum passing grade for all courses with a PHA prefix. It is the IORs prerogative to determine the evaluation instrument(s), grading scales, and passing standards for the course. The IOR will inform the students of the grading criteria via the course syllabus.

Once a grade has been submitted at the end of each semester to the Registrar, it may not be changed without following the university policy regarding grade appeals. The grade of "Incomplete" is an option when part of the work for the course remains to be finished at the time the grade is due. A grade of Incomplete can only be given if the faculty member agrees that there were circumstances beyond the student's control that resulted in a failure to complete the required work. Refer to The University policy on Grades of In-Progress or Incomplete.

<https://www5.nau.edu/policies/client/Details/565?wholsLooking=All&pertainsTo=All>

The plan for completing the course including the completion date must be in the form of a written agreement between the student and the faculty member and will be placed in the student's file. This form will specify course work to be completed by the student and due dates, in order for the incomplete grade to be replaced with a grade for the completed course. Due dates may not extend further than 12 months from the end of the term in which the student was enrolled in the course or the Incomplete grade will be converted to a "Fail". When all completion requirements have been met, the faculty member will complete and submit a "Grade Change Request Form".

4. Comprehensive Examinations – Students will take the Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT) near the end of the didactic year to assist in preparation for the clinical year. Students take another version of the PACKRAT in the clinical year to assess knowledge and preparation for the national certifying examination. At the end of the clinical year, students must pass the End of Curriculum (EOC) examination and a standardized patient encounter (OSCE) ('summative exams') in order to graduate from the program. Some PHA

courses require comprehensive and/or cumulative examinations, at the discretion of the IOR. (B4.01; B4.03)

DEGREE PROGRESSION (A3.15)

The PA Program in the Department of PA Studies is responsible for preparing students to practice safely as members of the interprofessional medical team. The program has a responsibility to the student, the public, and the profession. The program maintains academic standards, competencies, and professional ethics that the student is expected to adhere to throughout the program. Failure to do so may result in disciplinary action.

Academic Continuation, Probation, Dismissal, And Readmission (NAU Graduate Policy #100319)

Good Academic Standing: Graduate students must maintain Good Academic Standing in order to be eligible to continue in or to return to the University. Good Academic Standing is demonstrated by:

- ≥ 3.0 grade point average (GPA) for all courses taken including those required in the program of study,
- no more than 11 units of "C" course grades, and
- no course grades of "D" or "F."

Students may be automatically placed on academic probation by the Graduate College or the academic unit at the end of each regular academic term for any of the following reasons:

- failure to meet the criteria for "good academic standing" including, but not limited to:
 - earning a grade of "D" or "F,"
 - earning an excess number of "C" units allowed in their program,
 - earning a GPA below 3.00
- earning the maximum number of "C" units allowed in their program.
- failure to meet discipline-specific or departmental academic requirements established in the departmental/program handbook**

**Academic units placing students on academic probation for failure to meet discipline-specific or departmental academic requirements must notify the student in writing, with a copy to the Graduate College, of specific failures leading to the recommendation of probation.

Students placed on academic probation by the Graduate College or the academic unit are required to meet regularly with their Faculty Advisor. (A2.05e)

PA Program Requirements: Graduate students must meet the PA Program's criteria toward degree completion, including (but not limited to) (NAU Graduate Policy #100319):

- Passing scores on summative examinations,
- Satisfactory progress on examinations, capstone project, and other program milestones,
- The ability to successfully complete the program within the allowed timeframe, and
- Adherence to the professional and ethical standards of the NAU Graduate Handbook, the American Academy of PAs (AAPA) Guidelines for Ethical Conduct of the PA Profession, and the Arizona State Statutes and Rules for PAs (pp. 23).

Dismissal based on Academic Continuation Requirements or Academic Reasons (NAU Policy #100319)

A student may be recommended for dismissal by an academic unit for:

- failure to meet academic requirements outlined in this policy or within the academic unit;
- failure to meet requirements for continuation within an academic program; or
- any academic reason not addressed by other university policies or procedures.

Once the program notifies a student of their recommendation for dismissal from a program, they will allow the student to present evidence that may influence or alter the dismissal recommendation. The student must supply this evidence within 5 business days of the dismissal notification, and this evidence must be reviewed by the program before a final recommendation is forwarded to the Graduate College. The program has up to 5 business days to make their final recommendation to the Graduate College.

If the program's decision is to uphold the dismissal recommendation, the program must supply all review and/or informational materials submitted by the student with the final recommendation for dismissal. The recommendation for dismissal will come to the Graduate College Associate Dean from the Program Director or other applicable academic unit administrator.

The Graduate College Associate Dean will review the materials and issue a decision. If a student is dismissed from the program by the Graduate College, a student may appeal this decision utilizing the process outlined in NAU's "[Academic Appeal Policy and](#)

[UGCHP - Graduate](#)" (Policy Number 100103). Students will begin with "Step 3" in the process, submitting a written appeal to the Associate Dean and supplying all information requested in policy 100103. The student will also request a meeting with the Graduate College Associate Dean. (A3.15g)

The **Student Success Committee (SSC)** oversees the academic and professional progression of students in the program. The committee is composed of all full-time faculty members in the program. The Program Director is not a member of the committee. The SSC meets regularly to evaluate student progress, per accreditation requirements. When possible, advisors, faculty and other stakeholders discuss opportunities for academic counseling and remediation if students are not making satisfactory academic progress. Every effort is made to intervene early and often. Students are required to attend SSC meetings, when concerns are identified.

Students may be automatically placed on academic probation by the Graduate College or the academic unit at the end of each regular academic term for any of the following reasons: earning a "D" or an "F" grade; earning a cumulative GPA below 3.0; or approaching the maximum number of "C" course grades. Students on academic probation are required to meet regularly with their Faculty Advisor. (A2.05e)

Remediation - Remediation plans are developed on an individual basis and tailored to student areas of improvement. The NAU Academic Improvement Plan is used by the Faculty Advisor to develop a strategy for intervention and remediation. Students are required to meet regularly with their faculty advisor to discuss progress, challenges, and successes. [Academic Improvement Plan Form](#) (A2.05e; A3.15c)

Dismissal - The NAU Graduate College, after due consideration and process, reserves the right to require the dismissal of any student at any time before graduation if circumstances of a legal, moral, behavioral, ethical, and/or academic nature justify such an action. (A3.15d)

Recommendations for PA program dismissal with clearly stated reasons may be made by the SSC of the PA program for consideration by the Program Director of the PA program. Following review of the case and supporting documentation, and the provision of due process, the Program Director/ provides their recommendation to the NAU Graduate College. Students recommended by the PA Program for dismissal will be notified in writing (via email and US Postal Service). The policy and procedure entitled Academic Continuation, Probation, Dismissal, and Readmission – Graduate (#100319)

found at [Academic Policies](#) will be strictly followed. Students are afforded due consideration and process at all stages of the evaluation. (A3.15d)

Academic appeals – Students are provided the opportunity to appeal decisions of the Graduate College, including academic probation and dismissal. See Academic Appeal Policy and University Graduate Committee Hearing Panel, Graduate (#100103) found at [Academic Policies](#) (A3.15g)

Per NAU Graduate College Policies, the student must show reason why an appeal should be heard. (A3.15g) These appeals should only be considered in instances where:

- The faculty, department, school, or other academic unit deviated substantially from accepted and specified standards as established by the University, Graduate College, or academic unit;
- There was a capricious or arbitrary application of standards towards a student;
- Proper due process was denied to the student

Maximum Time to Complete the MPAS Degree - The maximum time to completion for any student in the Program is one year beyond the originally scheduled graduation date. (A3.15b)

Withdrawal from the Program - Students who elect to withdraw from the program may submit the form, 'voluntary withdrawal from a program' found on the NAU graduate college website - <https://nau.edu/graduate-college/forms/> (A3.15d).

The student may have financial aid implications that should be addressed with the Office Scholarships and Financial Aid (<https://nau.edu/office-of-scholarships-and-financial-aid/>) and <https://in.nau.edu/sdas/tuition-refunds/> (A3.15d; A1.02k)

Deceleration - Deceleration is not offered in the PA Program. If a student is required to repeat a course, the student must wait until the course is offered in the next academic year. Tuition, fees, etc. are the responsibility of the student in the event a course and/or courses need to be repeated. (A3.15c) The student may have financial aid implications that should be addressed with the Office Scholarships and Financial Aid (<https://nau.edu/office-of-scholarships-and-financial-aid/>) and <https://in.nau.edu/sdas/tuition-refunds/> (A3.15d; A1.02k)

Continuous Enrollment - The Graduate College requires that students be continuously enrolled and must approve exceptions to this policy. (A3.13d) See the Graduate College policies for details [Continuous Enrollment, Graduate](#) .

Advanced Placement & Proficiency Examinations - The department does not offer advanced placement or proficiency examinations for any coursework. All students must complete the entire professional curriculum in residence at Northern Arizona University Department of Physician Assistant Studies. (A3.16)

GRIEVANCE POLICIES (A3.15g)

Informal complaints - When a student encounters a problem on campus or feels they have been treated unfairly (e.g., student mistreatment), the student should first try to resolve the issue informally with the faculty/staff member or department directly involved. Within the PA Program, the student may consult with their faculty mentor or the Program Director. If the student is not satisfied with the response after working informally to resolve the complaint, the student may file a student complaint using the online Complaint Form. [Complaint Process | Division of Student Affairs](#)

Formal complaints will be managed through official university procedures, found here: [Complaint Process | Division of Student Affairs](#)

Please see the section, *Safe Learning Environment* for information on Title IX and the Equity and Access Office.

GRADE APPEALS (A3.15g)

A final course grade may be appealed according to the NAU Grade Appeal Policy (#100105) found at [Academic Policies](#)

The university timeline for appeals may adversely impact the student's academic progress. The program may not allow progression to the next semester pending the outcome of the appeal.

STUDENT PROFESSIONAL EXPECTATIONS

Quality graduate education requires professional and ethical conduct of all participants. Graduate school faculty and graduate students have mutual responsibilities in ensuring the highest academic standards of superior graduate programs. Professionalism is an academic component of the PA Program and a criterion for Satisfactory Academic Progress. Students are encouraged to use the professionalism self-assessment rubric (Appendix E) to reflect upon and refine their professional development.

PA students are expected to adhere to policies in the Graduate Handbook, found here: [NAU Graduate Policies & Other Info | Graduate College](#)

Students are also expected to adhere to the American Academy of PAs (AAPA) Guidelines for Ethical Conduct of the PA Profession - <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf> and the Arizona State Statutes and Rules for PAs - <https://www.asapa.org/page/Statutes>

PA student employment - Due to the intensity and high standards of the program, students are strongly discouraged from seeking or maintaining employment while enrolled in the program. (A3.15e)

Due to accreditation requirements, PA students are not permitted to work for the program and not permitted to substitute for or function as instructional faculty or staff. (A3.04, A3.05)

Communication – The PA Program maintains academic standards, competencies, and professional ethics that the student is expected to adhere to throughout the program. The PA Program requires enrolled students to respond to NAU faculty and staff emails within 48 hours (2 business days), unless stated otherwise in the email. Failure to do so may result in disciplinary action. Students are reminded to check junk mail and other accounts to ensure all correspondence is captured.

PA faculty and staff are held to the same standards. If faculty and staff are out of the office, we are responsible for identifying another point of contact.

Dress Code - Students should maintain a professional appearance and dress appropriately when representing NAU and the PA profession. This includes the campus, clinical sites, meetings, and special events. In both the didactic and clinical phases of the program, students are expected to wear business attire or scrubs, as permitted. Clinical supervisors, preceptors, or faculty may ask to meet with a student regarding dress code and/or to leave the classroom and/or clinical site. The following dress code guidelines are expected for all students: (A3.06, A3.08)

- Always bring your white coat. Your coat must be clean, pressed, and worn at all times.
- Wear your name tag in an easily viewable location and identify yourself as a student (A3.06).
- Avoid cologne, perfumes or strong scents.
- Tattoos are recommended to be covered.
- Jewelry should be minimal.

- Avoid clothing with rips, tears, or frayed edges.
- Clothing should allow for an appropriate range of movement.
- Button-down shirts (with or without ties), polo shirts, professional tops, or blouses should be worn and should avoid low-cut necklines or exposed midriffs.
- Tank tops, T-shirts, athletic wear, and thin straps on tops are not recommended.
- Pants, slacks, khakis, skirts, or dresses are appropriate; jeans and shorts should not be worn. Legs should be covered to the knee.
- Dress shoes with a low or flat heel are recommended; Avoid open-toed shoes, flip-flops, or porous shoes.

Confidentiality - Sharing personal health information (PHI) is strictly prohibited under the Health Insurance Portability and Accountability Act (HIPAA) and subject to disciplinary action. Students may not post photographs or videos from clinical or laboratory settings, of patients or families, or any proprietary information from the program or clinical settings. Students are not permitted to share information that violates student (classmate) privacy or safety.

Social Media - The term “social media” is broad, and students should be mindful of their communication on any internet public forum, including but not limited to Facebook, Instagram, Twitter, LinkedIn, YouTube, Reddit, blogs, comment sections of news sources, and other online social media sites. Security, confidentiality, and safety are the primary concerns. Sharing personal health information (PHI) is strictly prohibited under the Health Insurance Portability and Accountability Act (HIPAA) and subject to disciplinary action. Students may not post photographs or videos from clinical or laboratory settings, of patients or families, or any proprietary information from the program or clinical settings. Students are not permitted to share information on social media platforms that violates student (classmate) privacy or safety. Students are expected to respect the privacy and safety of students (classmates), faculty and staff, and preceptor and clinical staff through the prudent use of social media.

Faculty do not interface with students in the PA Program (e.g., faculty do not “friend” students on Facebook or other social media forums and sites, including LinkedIn).

Students who violate the confidentiality and/or social media policy are required to meet with SSC and may face disciplinary action, including recommendation for dismissal.

Copyright material - Materials available in class are for educational use only. One copy is permitted per student for educational purposes. Redistribution of copyrighted material is not permitted. Students are not permitted to use the NAU logo unless previously approved.

Recording lectures and didactic materials - Students must request permission to record (audio or video) presentations.

Zoom – Please adhere to the following guidelines when participating in Zoom coursework:

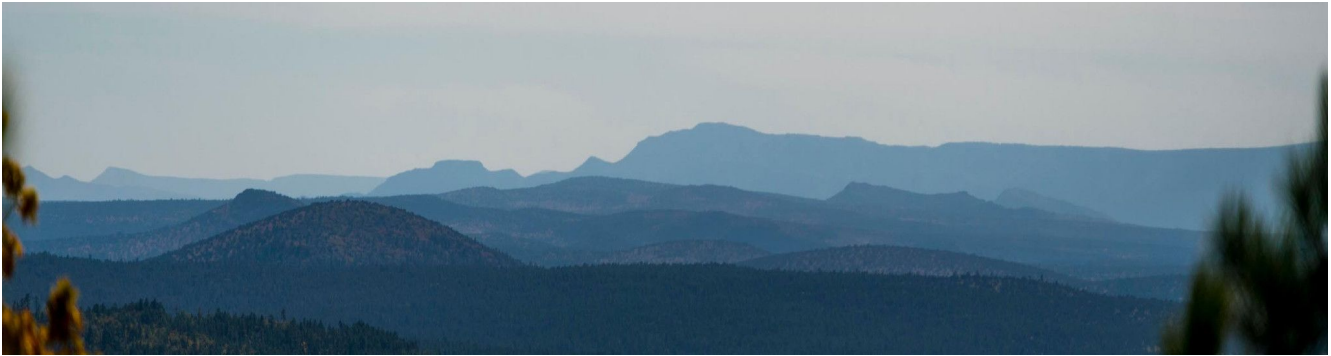
- Please make sure you have the latest version of the Zoom app and all associated software for class (Microsoft Office) - <https://in.nau.edu/its/software-students/>
- Please customize your NAU Zoom profile to include your full name and NAU profile picture. Consider adding pronouns to your profile.

Preparing for Zoom sessions:

- Join all Zoom meetings using your NAU login.
- Join the Zoom meeting 2-3 minutes prior to the scheduled start time. Plan for a quiet space
- Use a headset or earbuds for improved audio quality for all participants.
- Once the lecture has started, video feed must be on unless permission has been provided by the instructor of record to have your video off.

Tips and etiquette:

- Mute yourself when not speaking
- Close other messaging and notification systems that may distract you during class
- Address noise from others in your space (people, animals)
- Please dress professionally for the lecture, as you would in the classroom
- Use the blurred or NAU virtual backgrounds
- Be mindful of guidance the presenter shares regarding the preferred method for asking questions ('chat' feature vs, 'raise hand' vs other).



SERVING ARIZONA COMMUNITIES

The NAU PA Program participates in the Arizona State Rural Health Professions Program (RHPP), which provides rural training experiences for health professions students in the public universities under the Arizona Board of Regents. The Arizona Legislature created RHPP in 1997 to address shortages of health professionals in Arizona's rural communities. RHPP provides rural training experiences for students from all three state universities.

The NAU PA Program recruits students from the RHPP to serve as Arizona AHEC Scholars – a two-year, community-based interprofessional training program. Students are assigned a regional AHEC Center, where they work collaboratively with the community to develop and implement health programs.

The Community Health Mentor Program (CHMP) is a longitudinal program that brings together students in five health care professions (physician assistant, occupational therapy, physical therapy, Doctor of Medicine, and nutrition) to learn from community health mentors and work as an interprofessional team. (B2.10)

Students learn from a community mentor about their life experience with a chronic medical condition and/or disability and in turn, the mentor learns from the students through health promotion and educational resources how to improve their wellbeing. The CHMP addresses the quadruple aim by preparing students for collaborative, person-centered care by engaging students in a longitudinal, team-based interprofessional educational experience as they learn with, from, and about each other.



THE CLINICAL YEAR

The purpose of the clinical year of training in PA education is to enable students to integrate and apply their didactic knowledge in the evaluation, diagnosis, and treatment of patients in a supervised clinical setting. Students complete required rotations with providers practicing in multiple disciplines to provide a wide variety of patient encounters and to demonstrate how the approach to a patient may vary between specialties. These experiences are designed to build competence in fundamental clinical skills through practice and feedback, and to enhance confidence in preparation for graduation and eventually, clinical practice. Students complete their required supervised clinical practice experiences (clinical placements) throughout Arizona. (A1.10; A3.12; B1.01)

Software and vendors used in the clinical year:

- Exxat is the web-based system used to manage student clinical experiences. General information about Exxat may be found at: www.exxat.com.
- My Clinical Exchange (MCE) is a web-based system that is used by some clinical rotation facilities. It contains mandatory learning modules on topics such as patient safety and modules specific to a facility, such as a hospital's customer service requirements. MCE may be found at <https://www.myclinicaexchange.com/>.

MCE requires a payment of \$39.50 per year payable by the student. Instructions for payment are on the MCE site. Students will be provided with registration information based on specific rotation assignment.

- Universal Background is a vendor with whom we contract to complete the criminal background check and urine drug screen.

COMPLIANCE GUIDE

Prior to starting the clinical year, students must submit health requirements, including but not limited to immunization records, documentation of a history and physical examination, level one fingerprint clearance card, urine drug screen, and others. Please see Appendix E for the health and compliance checklist. Please see section, “Academic Progression” for potential consequences should documents not be submitted in a timely manner.

- Immunization records
Please see Appendix B for all required immunizations. The program adheres to CDC requirements. Documentation must be submitted to Exxat, as directed and in advance of the deadline.
- Level One Fingerprint Clearance Card
To meet clinical site requirements, the program requires a Level One Fingerprint Clearance Card issued by the Arizona Department of Public Safety. The type of card is “Regular” and not the “Identity Verified Fingerprint” (IVP). The Clearance Card is acceptable in most of our clinical partner facilities. Although some facilities may require their own fingerprinting. Examples include the Veteran’s Administration and Indian Health Services. On the State of Arizona application form, check the box at the bottom of the form that says, “Health Science Student & Clerical Assistant.” Processing may take up to 8 weeks, so it is strongly encouraged that students initiate this process immediately.
- The background check is administered by the AZ Department of Public Safety. The option to complete the application electronically is available to Arizona residents only. Alternatively, a packet may be requested by calling DPS at (602) 223-2279. Once the packet is received, the student may go to a local law enforcement agency for their assistance with the fingerprints. The package is then returned to the State of Arizona with the fee. The estimated fee (to be paid by the student directly to DPS) is \$65. More information may be found at:
<http://www.azdps.gov/services/fingerprint/#1>

Upload a clear photocopy of the front and back of a Level One Fingerprint Clearance card to Exxat. A receipt indicating the request of a card or its replacement is not acceptable. Specific questions related to criminal offenses applicable to the Level 1 Fingerprint Clearance Card may be answered by the

State of Arizona at <http://www.azdps.gov/Services/Fingerprint/> and/or with the applicant's own legal counsel. Please refer to the Arizona Department of Public Safety website for more information on the Clearance Card - <https://www.azdps.gov/services/public/fingerprint>

- Health and Safety Training

Please complete the health and safety training modules found via NAU online learning, take a screenshot of your transcript once complete, and upload to Exxat.

HIPAA training: available here <https://in.nau.edu/its/hipaa/>

Blood Borne Pathogen (BBP) Training: available here [BBP](#)

How to access your training transcript: <https://in.nau.edu/its/mytranscript/>

- Urine drug screening

Universal Background will complete student drug screening, if required by the clinical site. Students are required to pay for any necessary drug screening fees. The cost of the Universal Background drug screen is \$67 payable by the student (additional out of network charges may apply). By submitting to this test, the student is authorizing the program to receive the results, and provide them to the clinical education facility, as required by the site.

The urine drug screen will test for illegal drugs or drugs that may impair judgment, including amphetamines, barbiturates, Benzodiazepine, Cotinine (which along with nicotine, may indicate tobacco use), Cocaine, Fentanyl, Marijuana (THC), Meperidine, Opiates, Oxycodone, Phencyclidine (PCP) and Propoxyphene.

If the urine drug screen is positive for substance(s), an independent (not employed by NAU) Medical Review Officer (MRO) will review the screen and discuss the results with the student prior to NAU receiving the results. The program will receive the results after the review of the MRO and after any adjustments made by the MRO as a result of legally protected situations. The cost of the MRO is included in the cost of the initial test. If the urine drug screen is positive for substance(s) and the student would like to retest, the student may do so at their own expense.

Students schedule the urine drug screen directly through the Exxat system. Results are automatically uploaded to Exxat on behalf of the student.

- Criminal background check

Universal Background will complete the criminal background check, if required by the clinical site. If a criminal background check through Universal Background is required, the student will be provided instructions on accessing the service. The cost of this check is \$59 payable by the student.

The background check includes the following searches:

1. County Criminal Record Search;
2. National Criminal Database;
3. National Sex Offender Public Registry Search;
4. FACIS Level 3; and
5. ID Trace.

Estimated cost of health and compliance requirements:

Clinical year service	With insurance	Without insurance	Misc.
Exxat Approve			\$45.00
Titer lab tests	Varies	Varies	Varies
Hepatitis B vaccine	Varies	\$280.00	-
MMR vaccine	Varies	\$130.00	-
Varicella vaccine	Varies	\$120.00	-
TDAP/booster	Varies	\$100.00	-
2-step TB	Varies	\$120.00	-
Influenza vaccine	Varies	\$40.00	-
Physical exam	Varies	\$80.00	-
Fingerprint clearance card	N/A	N/A	\$68.00
myClinicalExchange	N/A	N/A	\$39.50
Criminal Background Check	N/A	N/A	\$59.00
Mask Fit test	N/A	N/A	\$100.00
Unofficial transcripts	N/A	N/A	\$15.00
2 Drug Screens	N/A	N/A	\$134.00
TOTAL	-	\$870.00	\$460.50

Notes: These are estimated costs only; some clinical sites require additional items not required by the NAU PA-PBC program

CLINICAL PLACEMENTS

The NAU PA-PBC is a mission-based program with rotations throughout Arizona. All students will complete rotations outside of their home location. There is no minimum or maximum number of clinical placements for any student at distant locations from the PA Program. (A3.02)

Students with extended families, school age children, and complex family units are encouraged to develop a family care plan before the clinical phase of education. Many students complete supervised clinical experiences in distant, rural, or remote locations which may prove challenging without prior planning. Please begin preparations early to reduce the stress on yourself, your family, and your social support networks. Some students may need to discuss an extended leave of absence with both the Clinical Coordinator and the Program Director in cases where preferred placements are not possible. This may delay the planned graduation date.

Liability insurance - Northern Arizona University provides full medical liability insurance for the PA student while on an authorized, assigned, and affiliated clinical site and/or preceptor. It is up to the student to make sure that coverage is authorized when attending a clinical site/facility that is not normally associated with the assigned clinical rotation. For example, if the preceptor does an extra shift at an emergency department in a different town and asks the student to go along, the student must ensure that the PA program is informed (Clinical Coordinator) that a different site is being requested so that arrangements with the facility can be made and ensure adequate coverage. In most cases this cannot be accommodated by the PA program. If the program has not been informed of a student's presence at a different facility, the student is most likely not covered by medical liability insurance.

STUDENT EXPECTATIONS

Students are responsible for a complex range of physical, mental, academic, and professional responsibilities during the clinical phase of education.

Physical and mental responsibilities (see also Technical Standards)

- Physical: The ability to stand for long periods of time; have adequate eye-hand coordination and gross and fine motor dexterity to perform history, physical exam, and clinical laboratory procedures; tolerate long and / or unpredictable hours; perform required and relevant invasive and noninvasive procedures; perform at the appropriate skill level as determined by the preceptor/faculty.
- Mental: The ability to comprehend, synthesize and retain a large volume of material related to medicine, surgery, and related fields; accept constructive criticism from core and adjunct faculty and clinical preceptors and respond appropriately; tolerate difficult and stressful environments, potential repeated exposure to hazardous substances, including blood borne pathogens and/or difficult, demanding patients.

Professional responsibilities (B2.19; B4.03)

- Attendance and punctuality: The student will arrive early to allow sufficient preparation for all clinical year activities, including clinical rotations, CADs, formative and summative examinations, and capstone and seminar courses.
- Students are required to attend all scheduled clinics, rounds, and on-call responsibilities associated with clinical rotations, including on-call, evenings, and weekends. Rotation responsibilities will be determined by the preceptor.
- Clinical year students are required to spend an average of 45 hours a week at the clinical site, per 4-week rotation. If the schedule does not meet this minimum, the student must contact the Clinical Coordinator(s) during the first week of the rotation. (A3.01; B1.01)
- Clinical Assessment Days (CAD): The student will return to campus several times during the year for continuous and summative assessment, research presentations, and didactic coursework. Students must contact the PA program if

they are unable to attend CAD due to illness or other unexpected circumstances. The Clinical Coordinator(s) will facilitate a remediation plan for the student.

- Credentialing: Students are required to actively participate in the hospital and clinical credentialing process. Students are responsible for completing all the required credentialing paperwork (e.g., hospital/facility orientation(s), identification information and other requirements) in advance of the rotation. Failure to participate in the credentialing process may lead to a delay in rotation start date, cancellation of the rotation, and/or review of student unprofessional behavior by SSC. Should the rotation be delayed, each day for which the student did not complete credentialing requirements will result in an unexcused absence.
- Housing: Students are responsible for the cost of housing. Some clinical sites may have housing available. Students may check with the Clinical Coordinators or Clinical Program Coordinator for more information.
- Transportation: While on clinical rotations, students must be prepared to travel throughout Arizona. Any significant loss of time may delay graduation or require an additional weekly schedule to make up the missed time.
- Incident reporting: Should a student sustain an injury or potentially harmful exposure at a clinical site, the student must report the incident immediately to the clinical preceptor, complete any clinical site requirements and complete the DPAS Student Incident Report Form found in Exxat. The student is required to contact and submit the incident report form to the Clinical Coordinator(s) at paclinical@nau.edu. The student is responsible for initiating care and obtaining recommended follow-up after the injury or exposure (A3.08b). Injuries which occur at clinical sites and the NAU Phoenix Bioscience Core are not covered by workers compensation insurance unless specifically identified as such in individual affiliation agreements. All costs for evaluation and treatment are the responsibility of the student (A3.08c).
- Holidays and vacation time: During the clinical year, the schedule may not allow for holidays or vacation time. Time off should be negotiated with the Clinical Coordinator(s) before attempting to request time off from the preceptor. This may not be granted if the missing shifts would decrease the number of hours available to complete the clinical experiences. The Clinical Coordinator(s) determine any schedule changes.

- Students are permitted eight (8) excused absences per clinical year, at the discretion of the Clinical Coordinator(s). The Clinical Coordinator(s) will evaluate each student request equitably, and in the context of the clinical rotation, schedule, and student academic and professional performance. Students are required to submit their requests using the Exxat system. Students must submit personal time-off absence requests a minimum of 2-weeks in advance to allow sufficient time for review and if approved student notification to the preceptor of the approved absence(s).
- Absence(s) due to illness: Students must contact both the preceptor and the PA program if they are unable to attend the rotation due to illness or other unexpected circumstances. If the student is absent from one clinical rotation for more than three consecutive days due to illness, they must submit documentation of medical release from a licensed healthcare provider through the Exxat system within 24 hours of return to the clinical rotation. Failure to submit the absence within 24 hours results in unexcused absences and may impact academic progress.
- Unexcused absence(s): All absences from clinical rotations, CADs and clinical year coursework must be requested in advance. Students with more than eight (8) absences in the clinical year, consecutive or otherwise, may experience a delay in academic progression. Students will be referred to the SSC by the Clinical Coordinator(s) to discuss remediation and/or academic progress. The student may be asked to repeat a full or partial rotation in order to a) meet the minimum requirements outlined by the program, and b) achieve the rotation-specific objectives as outlined in this handbook.
- Preceptor absence(s): Students are required to notify the program if their clinical preceptor has a planned or unexpected absence AND they have not been assigned another preceptor. Failure to notify the program may result in unexcused absence(s).
- Students are not required to provide or solicit clinical sites or clinical preceptors. (A3.03). Students are not permitted to be used as a substitute for clinical or administrative staff at clinical sites. (A3.05)

The PA Program is committed to a Just Culture: A culture in which frontline staff feel comfortable disclosing errors — including their own — while maintaining professional accountability. (B2.16; B2.19; C1.01)

Three principles:

1. Individual practitioners (students) should not be held accountable for system failings over which they have no control.
2. Just Culture does not tolerate conscious disregard of clear risks or gross misconduct (e.g., falsifying a medical record, practicing while intoxicated).
3. Just Culture recognizes that competent professionals (students) make mistakes and acknowledges that even competent professionals (students) will develop unhealthy norms (i.e., shortcuts, workarounds), but has zero tolerance for reckless behavior.

Just Culture categorizes human action in three areas:

1. Human error, where doing something wrong inadvertently other than what should have been done. This could be done for a variety of reasons and an event investigation should be completed.
For NAU PA students: If these scenarios, students may meet with the clinical preceptor (or proxy), meet with the SSC, and/or receive mentoring.
2. At risk behavior: a deliberate behavioral choice that increases risk, where the risk in that choice is not recognized or believed to be justified. Many workarounds fall into this type of behavior.
For NAU PA students: If students demonstrate at-risk behavior, possible actions include removal from clinical placements, course (rotation) failure, meeting with the SSC, completing an AIP and/or remediation, or recommendation for dismissal.
3. Reckless behavior where there is a conscious behavioral choice to disregard the risk.
For NAU PA students: If students demonstrate reckless behavior, possible actions include removal from clinical placements, course (rotation) failure, meeting with the SSC, completing an AIP and/or remediation, or recommendation for dismissal.

Shah BJ, Portnoy B, Chang D, Napp M. Just culture for medical students: understanding response to providers in adverse events. MedEdPORTAL. 2021;17:11167.

PROGRAM EXPECTATIONS

The PA Program is responsible for the following aspects of the educational environment and activities during the clinical phase of the program:

- Secure clinical sites and preceptors in sufficient numbers for program-required clinical practice experiences. (B3.01)
- Establish and provide rotation assignment and placement for all students and for all rotations. (B3.01)
- Provide specific rotation learning outcomes to preceptors and students. (A2.17)
- Provide the preceptor with a Student Evaluation Form to be completed at the end of the rotation. (B4.01)
- Ensure that all students have liability insurance.
- Periodically perform clinical site visits to determine that the locations are effective educational environments for the student. (B4.04)
- Develop and maintain affiliation agreements with all clinical sites. (A1.10)
- Work with the preceptor and site to provide a healthy and safe clinical learning environment. The program will respond quickly in the case of concerns raised regarding any student whose actions directly or indirectly jeopardize the health and safety of patients, faculty, clinical site staff or fellow students. The program retains the right to immediately remove the student from a clinical rotation(s) if such behavior is demonstrated and/or reported. (A3.01, A1.02)
- Provide students with training in HIPAA and OSHA and instruction regarding risk of exposure and post-exposure protocols. (A3.08)
- Require students to evaluate the clinical preceptor and site following every clinical rotation. (B4.01)
- Administer End-of-Rotation examinations. (B4.01)
- Assess students at the end of the rotation. PA faculty are responsible for the final grade. (A2.17, B4.01)
- Meet with students regularly about rotation experiences, expectations, and outcomes.

The PA Program is committed to developing new relationships with preceptors and clinical institutions. Students who identify new/potential clinical preceptors should provide the Clinical Coordinator(s) with the name of the individual and/or facility, business address, and contact phone number(s). Students are not to contact any potential preceptor unless they first contact the PA Program, identify the intended clinical site and receive permission to do so.

Students may not arrange a rotation where an immediate relative is the identified preceptor or in a position to influence the evaluation and training of a student. Students should disclose any relationship with significant members of the medical or administrative staff if they are proposing to develop a site.

PRECEPTOR EXPECTATIONS (A2.17, B4.01)

The program is grateful for the engagement of our community preceptors in the training and education of PA students. We share with them the following expectations:

- Acquaint the students at the onset of the rotation (orientation) with the practice/site policies and procedures.
- Review the expectations and learning outcomes for the rotation.
- Provide ongoing feedback regarding clinical performance, knowledge base and critical thinking skills.
- Supervise, demonstrate, teach, and observe clinical activities to aid in the development of clinical skills and to ensure proper patient care.
- Delegate increasing levels of responsibility for clinical assessment and management as skills develop.
- Participate in the evaluation of clinical skills and medical knowledge base through the following mechanisms: 1) Direct supervision, observation, and teaching in the clinical setting; 2) Direct evaluation of presentations (including both oral and written); 3) Assignment of outside readings and research to promote further learning.
- Participate in dialogue with faculty during site visits to evaluate student progress and to assist the learning process.
- Audit and co-signature of charts to evaluate the ability to write appropriate and complete progress notes, histories, physical examinations, assessments and treatment plans.
- Completion and timely return of the evaluation forms provided by the program reflecting on student knowledge and skills as well as their improvement throughout the rotation.
- To promptly notify the PA program of any circumstances that might interfere with the accomplishment of the above goals or diminish the overall training experience.
- The preceptor should maintain an ethical approach to the care of patients.

ASSESSMENT OF STUDENT LEARNING (B4.01)

End of rotation (EOR) examinations - Students complete seven, 120-question EORs over the course of the clinical year.

- If a student fails five EOR exams (including first-attempts and retakes), the student will be referred to the SSC.
- After consideration of the circumstances surrounding the failures, the SSC will devise a remediation plan that the student must complete prior to being placed on a subsequent rotation.
- Failure to successfully complete the remediation plan will result in failure of the rotation associated with the most recent EOR exam attempt and may result in dismissal from the PA program.
- A student who successfully completes the remediation plan and resumes attendance on clinical rotations must successfully pass all subsequent EORs on the first attempt. Failure to do so will result in referral to the SSC, failure of the rotation, and will serve as grounds for dismissal from the PA program.

Clinical Activity Days (CAD) - Students return to campus every four weeks during the clinical year. Attendance at all CAD events is required. Activities on these days are factored into the requirements for PHA 689 and PHA 698.

Clinical Activity Days (CAD) may include the following types of activities (B4.01; B4.03):

- End-of-Rotation (EOR) exams and retesting
- Objective Structured Clinical Encounters (OSCE) assessments
- Independent project presentations
- Case presentations
- Formative and summative exams
- PACKRAT assessment
- Meetings with Faculty Advisor
- Seminars and workshops
- Symposiums
- Skills training and assessments
- Lecture series

CLINICAL PRACTICE EXPERIENCES

Clinical Practice Experiences - Students complete eight clinical practice experiences over the course of the clinical year: three 8-week rotations (Family Medicine, Internal Medicine, Pediatrics) and five 4-week rotations (Surgery, Women's Health, Mental Health, Emergency Medicine, and an Elective). (B3.07)

- **Assignments** - The Clinical Coordinator(s) and Clinical Placement Coordinator schedule students for each rotation. There may be changes in rotation assignments at any time. Students may work unpredictable hours and will work evening and night hours, weekends, and holidays. Students should plan for clinical rotation assignments that will involve travel outside the Phoenix metro area. Clinical rotation selection and management are ultimately determined by the Clinical Coordinator(s).
- **Notification of new rotation** - Each student is sent an email notification to their NAU email address when a clinical rotation has been scheduled and indicating that all rotation information is available in the Exxat online system. The student is responsible for addressing any housing and/or transportation requirements associated with the rotation. Assignments will not be altered due to lack of housing, distance from home base, or pet arrangements.
- **Communication with the site** - Students are required to contact the clinical site two weeks in advance of the start of each new clinical rotation (or as soon as the clinical assignment notification arrives if less than two weeks) to confirm the arrival date and time. The PA Program recommends students clarify with the site / preceptor any required pre-reading, orientation, or other expectations.
- **Elective experiences** - Students are asked to create a ranked list of preferred elective rotations, based on discipline. The Clinical Coordinator(s) determine student assignments based on rotation quality, availability, and educational need.

Clinical Site or Health System(s) Dismissal - If a student is asked to leave (or banned from) a clinical rotation or facility and/or rotation site by the facility, preceptor or staff, the student must immediately notify one of the Clinical Coordinator(s) in person or by telephone.

- The student will meet with the SSC to discuss the circumstances surrounding the dismissal.
- Dismissal for reasons related to unprofessional conduct will result in disciplinary action and may result in one or more of the following: meet with the SSC, assignment of an F grade for the entire rotation, and/or recommendation for dismissal from the PA Program.

GRADUATION REQUIREMENTS (A1.02e; A3.15b, B4.03)

Students are recommended to the NAU Graduate College for graduation when the following criteria have been met:

- Students maintain Good Academic Standing, as defined by the NAU Graduate College
- Students successfully complete all coursework in the didactic and clinical years with a cumulative GPA >3.0.
- Students successfully pass the written summative examination, delivered at the end of the clinical year, which is based on program graduate competencies (Appendix D).
- Students successfully pass the standardized summative examination, delivered at the end of the clinical year.
- Students adhere to the professional and ethical standards of the NAU Graduate Handbook, the American Academy of PAs (AAPA) Guidelines for Ethical Conduct of the PA Profession, and the Arizona State Statutes and Rules for PAs.

GRADUATION (A1.02e)

The PA program curriculum ends when all didactic and clinical coursework is satisfactorily completed. Students can participate in formal commencement exercises for the Graduate College at the Flagstaff Campus in May before completion or in December after completion. Students wishing to attend the Commencement Ceremony in Flagstaff may order their graduation regalia from the NAU Bookstore. The PA Program hosts a Completion Ceremony will be held in Phoenix in late July or early August. Students will receive a Master of Physician Assistant Studies degree from NAU once all grades have been finalized, submitted, and degrees conferred. For complete information about graduation, see: <https://www.nau.edu/gradcol/student-resources/graduation>

Appendix A (A3.12d; A3.12e)

PA Program Curriculum and Schedule

Orientation

Didactic Course Sequence

Fall Semester (16 weeks; 19 credit hours)

PHA 500 Human Anatomy (5 credit hours)

PHA 511 Human Physiology (2 credit hours)*

PHA 520 Foundations of Clinical Practice I (3 credit hours)

PHA 530 History Taking and Physical Examination (4 credit hours)

PHA 540 Ethics and Professionalism (2 credit hours)

PHA 570 Diagnostic Medicine (3 credit hours)

Spring Semester (16 weeks; 20 credit hours)

PHA 512 Human Pathology (3 credit hours)

PHA 550 Pharmacology & Pharmacotherapeutics I (3 credit hours)

PHA 521 Foundations of Clinical Practice II (8 credit hours)

PHA 560 Clinical Decision Making I (3 credit hours)

PHA 580 Clinical Disciplines I (3 credit hours)

Summer Semester (12 weeks; 17 credit hours)

PHA 551 Pharmacology & Pharmacotherapeutics II (3 credit hours)

PHA 522 Foundations of Clinical Practice III (6 credit hours)

PHA 561 Clinical Decision Making II (2 credit hours)

PHA 581 Clinical Disciplines II (3 credit hours)

PHA 590 Clinical Procedures and Interventions (3 credit hours)

End Of Didactic Year Assessment (PACKRAT 1)

Clinical Year Orientation

Clinical Courses (Clinical Practice Experiences; 44 credit hours)

Family Medicine (8 weeks) (8 credit hours)

Internal Medicine (8 weeks) (8 credit hours)

Pediatrics (8 weeks) (8 credit hours)

Emergency Medicine (4 weeks) (4 credit hours)

Mental Health (4 weeks) (4 credit hours)

Surgery (4 weeks) (4 credit hours)

Women's Health (4 weeks) (4 credit hours)

Elective (4 weeks) (4 credit hours)

Longitudinal courses (3 credit hours)

Capstone (2 credit hours)

Seminar (1 credit hour)

Clinical Year Assessments

End Of Rotation Examinations

Mid-Year Assessment (PACKRAT 2)

Summative assessments

End of Curriculum Examination

Objective Structured Clinical Examination (OSCE)

*3 credit hours, effective Fall 2024

Appendix B (A3.07)

Immunization requirements

The PA Program follows the Centers for Disease Control and Prevention (CDC) guidelines. The program provides access to coursework, lectures, and assignments in a remote capability so students can safely progress in the program.

MMR (Measles/Rubeola, Mumps, & Rubella)

Documentation of positive IgG titers for Measles/Rubeola, Mumps and Rubella.

* If any of the titer results are NEGATIVE or EQUIVOCAL, you must repeat the MMR series (2 injections at least 28 days apart) and submit proof.

Or have proof of completed childhood vaccine records, then no booster is needed.

Hepatitis B

Documentation of positive/reactive HbsAB titer.

* If titer results are NEGATIVE or EQUIVOCAL, you must repeat the HepB series (EITHER a 3-dose series, an initial injection followed by a second injection given 1 to 2 months after the first dose and a third injection 4 to 6 months after the first OR the Heplisav-B (Dynavax) 2 dose series) and submit proof.

Varicella (Chicken Pox)

Varicella vaccine series (2 injections at least 4 weeks apart) or documentation of positive Varicella IgG titer, History of Varicella disease is not acceptable as proof of immunity.

* If titer results are NEGATIVE or EQUIVOCAL, you must repeat the 2-shot Varicella series and submit proof.

Tdap

A one-time adult dose of Tdap (age 19 or older), followed by a Td or Tdap booster every 10 years. Tdap = Tetanus / Diphtheria / Pertussis, Td = Tetanus / Diphtheria

Influenza (flu) – completed during flu season

Proof of annual influenza (flu) vaccination administered on or before October 1st of each calendar year. The program will accept a receipt of payment for vaccination with name and date clearly shown.

SARS-COV2 (COVID-19)

The PA Program follows the Centers for Disease Control and Prevention (CDC) guidelines for testing, isolation, and quarantine. The program encourages students, faculty, and staff to follow CDC recommendations to protect close

contacts: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html>

The program provides rapid COVID tests, KN95 and surgical masks. The program provides air purifiers for smaller spaces. The program provides access to coursework, lectures, and assignments in a remote capability so students can safely progress in the program.

NAU provides updates and resources on the NAU Jacks are Back web page:

<https://nau.edu/legacy/jacks-are-back/>

In the clinical year individual sites may require documentation of COVID-19 vaccination to participate in rotations, at which time COVID-19 vaccination information must be uploaded into Exxat.

Tuberculosis (TB) Matriculation to the program

Documentation of a negative two-step TB Skin Test. All files must include date placed, time, by whom and results in mm (not negative) date read, time and by whom, also lot number and expiration date. The two-step TB skin test consists of an initial TB skin test and a boosted TB skin test 1-3 weeks later. This will necessitate FOUR separate clinic visits. Ex: place June 7, read June 9, place June 21, read June 23

Positive skin test or positive blood test: TB screening questionnaire required (no chest X-ray required for matriculation)

Tuberculosis (TB) Clinical Year

Documentation of negative two-step TB Skin Test started in August so as to be valid for the length of the clinical year. All files must include date placed, time, by whom and results in mm (not negative) date read, time and by whom, also lot number and expiration date. The two-step TB skin test consists of an initial TB skin test and a boosted TB skin test 1-3 weeks later. This will necessitate FOUR separate clinic visits. Ex: July 7, read July 9, place July 21, read July 23

Positive skin test or positive blood test: Documentation of a new annual negative chest X-ray required for clinical year along with new annual Tuberculosis Screening Questionnaire.

Acceptable alternative to TB skin test for both Matriculation & Clinical Year
Documentation of negative result IGRA blood test (QuantiFERON, T-Spot).

Appendix C (A3.08)

Universal Precautions

All PA students are required to attend training regarding universal precautions during Orientation and before the start of clinical rotations. (A3.08a)

All PA students are expected to follow these guidelines. Despite careful attention to these guidelines, students may occasionally contact blood or other potentially infectious materials.

Protocol for Bloodborne Pathogen Exposure: (A3.08b,c)

The procedures for care and treatment after exposure, to infectious or potentially infectious blood and/or body fluid, including definition of financial responsibility:

- The student will be directed to remove soiled clothing and wash the exposed area with soap and water.
- The student will notify the clinical preceptor and the Clinical Coordinators of the PA Program.
- The student will go directly to the affiliate's occupational health, emergency room or urgent care for assessment and initial prophylactic treatment if needed. Students are responsible for the cost of treatment.
- Immediately after assessment, the student will receive a copy of their record relating to the treatment and follow-up recommendations. Copies of test results drawn at the initial assessment will be given to the student when available.
- Following treatment, the student will download and complete the Student Incident Report Form in Exxat. This form should be sent to the Clinical Coordinators via paclinical@nau.edu

Effects of Infectious/Environmental Disease or Disability:

Students who contract infectious/environmental disease or disability will be reviewed individually based on the status of their individual cases. Students who need to go on a medical leave of absence will be granted time away until they are cleared by their treating clinician in accordance with the leave of absence policies of NAU. Students with an infectious disease will be reminded of the need for stringent universal precautions while working with patients.

Appendix D

Graduate Competencies (A3.12g)

Graduates from the Northern Arizona University Physician Assistant Program will have met the following competencies appropriate for practice as an entry level physician assistant.

MEDICAL KNOWLEDGE

Demonstrate knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to person-centered care.

INTERPERSONAL SKILLS

Demonstrate effective communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

CLINICAL & TECHNICAL SKILLS

Demonstrate the clinical and technical skills appropriate for an entry level physician assistant, including assessment of health status by gathering a history, performing physical examination, ordering and interpreting appropriate screening and diagnostic studies, diagnosing, performing procedures, and developing a management plan that considers social determinants of health for acute and chronic conditions.

PROFESSIONAL BEHAVIORS

Demonstrate professional responsibility and accountability, compassion, cultural sensitivity, and a commitment to excellence, integrity, inclusivity, equity and ongoing professional development.

CLINICAL REASONING & PROBLEM-SOLVING ABILITIES

Integrate critical thinking skills and apply evidence-based medical knowledge to formulate appropriate differential diagnoses and provide entry level patient care health services across the lifespan* for a diverse population in a variety of settings.**

Address preventative care, emergent, acute and chronic conditions, women's health, surgical care, and behavioral and mental health conditions. Recognize the need for urgent or emergent care and initiate evaluation and management including referral.

*Including prenatal, infant, child, adolescent, adult, elderly

**Outpatient, emergency department, inpatient, operating room

¹American Academy of PAs (AAPA). Competencies for the Physician Assistant Profession. Adopted 2005, reaffirmed 2010, 2018, amended 2013, 2021.

Appendix E

Health and Compliance Guide

The PA Program uses a system called Exxat to manage student compliance and clinical rotations. Exxat has a service team called “Approve.” The Approve team of health professionals will review your compliance documents. Per accreditation standards, the NAU PA Program cannot review health documents; please do not send via email for review.

Exxat will send a welcome email containing login information. Once you are logged into the Exxat system you may access the Approve service. The Approve service has a fee of \$45 which is payable by the student. You will be prompted to pay after you log in.

Please contact approve@exxat.com with questions regarding documents you have uploaded.

Due August 1 of matriculating year	
<input type="checkbox"/>	Documentation of required immunizations (Appendix B) – upload in Exxat
<input type="checkbox"/>	Documentation of level one Fingerprint Clearance Card issued by the Arizona Department of Safety – Copy of FRONT & BACK of card. Must be valid through the length of the program –upload in Exxat
<input type="checkbox"/>	Documentation of Health & Safety training - Screenshot of online training transcript (HIPAA & Blood Borne Pathogens) – link in Exxat and upload in Exxat
<input type="checkbox"/>	Completed Physical Examination Form (following page), signed by a medical provider - upload in Exxat
<input type="checkbox"/>	Student Emergency Contact Information and Networking Release Forms – Complete via Google form https://forms.gle/gPehT4YHZgh6ZxW4A
<input type="checkbox"/>	Agreement to Travel Form – complete form in Exxat
<input type="checkbox"/>	Technical standards form – complete form in Exxat
<input type="checkbox"/>	Permission to Release Immunization Background – complete form in Exxat
<input type="checkbox"/>	Photo/Video Recording Release Form – complete form in Exxat
<input type="checkbox"/>	Copy of driver’s license – upload in Exxat
<input type="checkbox"/>	Current resume – upload in Exxat
<input type="checkbox"/>	Receipt of Compliance Requirements form – upload in Exxat
Due September 1 of matriculating year	
<input type="checkbox"/>	Copy of personal health insurance card – both sides – upload in Exxat
<input type="checkbox"/>	Copy of NAU student ID – upload in Exxat
Due October 1 annually beginning the matriculating year	
<input type="checkbox"/>	Documentation of seasonal flu shot

Department of Physician Assistant Studies

Physical Examination

Purpose: Physician assistant (PA) students enrolled in the program are provided clinical assignments requiring interaction with patients. Many medical facilities and training sites require that students provide evidence of a recent physical examination signed by a healthcare provider. The provider must also indicate that the student is able to perform the Technical Standards of a PA student. Diagnoses, treatment plans, and other such confidential medical information are not required on this form.

Name of Student / Patient:

Date of Last Physical Examination (must be within last 12 months):

To be completed by the HEALTH CARE PROVIDER:

The student / patient, _____ is able to perform the Technical Standards required of a PA Student as described within this document, with or without reasonable accommodation.

Signature of Health Care Provider

Date

Printed Name of Health Care Provider

Appendix F

Professionalism self-assessment

Professionalism is considered a skill that is developed over time with intention, self-awareness, and the integration of feedback from academic and clinical instructors and peers. The purpose of this rubric is to provide students with the skills that define professionalism, the associated behaviors for each skill that meet or exceed program expectations, as well as behaviors that prevent students from meeting skill expectations.

Classroom and Clinical Site Professional Behaviors Assessment Rubric*			
Professional Behavior	Level 1 (Does not meet expectations)	Level 2 (Meets expectations)	Level 3 (Exceeds Expectations)
Interpersonal Skills			
Cooperates and collaborates with classmates	Does not engage in conversation or only responds to prompts by others	Engages in conversation and works jointly with others	Engages all members of a group in conversation; leads others to reach a common goal
Maintains a teachable attitude	Does not demonstrate willingness to learn as evidenced by not asking/responding to prompts	Demonstrates willingness to learn by asking questions and responding to prompts in a receptive manner	Demonstrates willingness to learn by asking/responding to prompts, engaging other classmates in learning, and approaching classroom learning experiences positively; seeks suggestions for improvement
Respects boundaries with faculty, staff and classmates	Displays harassing or interrupting behaviors toward faculty or peers (this may be perceived through voice tone, facial expression, written communication, or body language)	Displays respectful and attentive behaviors toward faculty, staff and peers	Displays respectful and attentive behaviors toward faculty and peers; supports and encourages positive group behaviors
Shows compassion toward faculty, staff, classmates, and patients	Demonstrates insensitivity toward others, as evidenced by verbal and/or nonverbal actions	Is sensitive toward others	Is sensitive toward others and offers assistance in taking additional responsibility

Exhibits integrity and responsibility in all interactions	Does not fulfill or struggles to fulfill assigned duties/roles within group or individual activities; is not forthcoming and timely when expectations for duties cannot be met	Fulfills assigned duties/roles within group and individual activities; is forthcoming and timely when expectations for duties cannot be met	Fulfills assigned duties/roles within group and individual activities in a timely manner; acknowledges full responsibility for duties
Demonstrates commitment to uphold ethical principles	Demonstrates behaviors that are inconsistent or incongruent with AAPA ethical standards; or there are Repeated instances of unethical behavior, even after feedback	Aware of AAPA ethical standards; may need to be reminded of rules	Exemplary ethics; conscientious of ethical practices and holds others accountable also
Verbal Communication			
Gives and receives constructive feedback	Does not offer constructive feedback to others in a positive manner; is unreceptive or argumentative about feedback	Offers constructive feedback to others in a positive manner; is receptive to feedback and seeks feedback	Offers constructive feedback to others in a positive manner; readily requests, receives feedback from instructors and peers
Takes into consideration the dignity, diversity of culture, ethnicity, religion, and sexual orientation of others	Negatively highlights an individual's diversity in classroom scenario or other situations by using degrading language or behavior	Respects an individual's diversity in classroom scenarios and situations by phrasing comments or feedback in a tactful manner	Respects an individual's diversity in classroom scenarios and situations by phrasing comments or feedback in a tactful manner; promotes how diversity is taken into consideration for providing patient care or in managing other interactions

Uses appropriate voice, professional vocabulary and language	Speaks inaudibly, rudely or sarcastically; language choices may be limited, frequently uses slang or jargon, including many interjections; does not practice use of professional vocabulary or consistently mispronounces professional terms	Speaks with clear focus and effectively utilizes professional vocabulary; uses interjections in limited and appropriate settings	Speaks with clear focus and proper style, using appropriate voice and professional vocabulary and language; uses no interjections
Non-verbal Communication			
Elicits relevant information using focused listening skills	Does not listen to others' perspectives or does not allow others to finish their input	Listens to others' perspectives and allows others to finish their input	Solicits and listens to others' perspectives, allows others to finish their input; is able to summarize relevant key points
Communicates using appropriate nonverbal skills, including eye contact and body language	Uses little or no eye contact; uses no nonverbal listening responses, and displays inappropriate body language during class sessions; inconsistent in attitudes, including disinterest, moodiness or melodramatic behaviors	Maintains eye contact and uses reinforcing nonverbal listening and appropriate body language	Maintains eye contact, uses appropriate body language; uses reinforcing nonverbal listening responses; has an engaged, eager attitude; is an excellent representative of self, department and profession
Exhibits an understanding and respect for the contributions of others	Does not clearly display attention and does not use body language that signifies listening to others when they are presenting or sharing information; expresses disregard for others' contributions or does not seek to gain understanding	Clearly displays eye contact and other nonverbal signs of attention and listens to others when they are presenting or sharing information; engages to express respect for others' contributions	Clearly displays eye contact and other nonverbal signs of attention and listens to others when they are presenting or sharing information; responds to acknowledge and respect contributions of others; encourages the same behaviors in others; encourages participation of others and fosters environment of teamwork

Class Preparation			
Prepares assigned readings and activities prior to class	Demonstrates lack of preparation for class; demonstrates limited use of resources; is unable to answer questions or relate readings/assignments to class discussions; has not completed assigned tasks or has given minimal attention to the task	Demonstrates preparedness by relating readings/assignments to class discussions; may not know answers, but is able to express a thought or opinion; has completed assigned tasks with sufficient detail	Demonstrates preparedness by relating readings/assignments to class discussions; usually knows answers, and is able to demonstrate critical thinking through expression of thought or opinion; has completed assigned tasks thoroughly
Utilizes resources, credits sources and admits errors in presenting information	Does not use credible resources or credit sources of evidence; cannot admit error or incorrect information	Uses credible resources, including some not directly provided by the instructor; credits sources of evidence; admits errors and incorrect information and corrects them	Uses credible resources, and consistently seeks additional resources; credits sources of evidence; does not display errors and does not cite incorrect information
Demonstrates knowledge in discussing material	Does not convey understanding of material	Summarizes material	Summarizes material, and relates it to past or potential professional experiences;
Analyzes, explains and discusses physical therapy knowledge as it applies to effective patient care	Does not apply facts to realistic concepts; does not summarize relevant material to correctly convey understanding	Applies facts to realistic concepts; summarizes relevant material in a correct, explanatory manner	Applies facts to realistic concepts; summarizes material in correct explanatory manner; explains integrated concepts in a succinct manner
Initiative	Does not demonstrate initiative; requires direction to seek out and use resources	Takes own initiative, requiring little direction to refer to or use resources	Takes initiative to demonstrate use of resources and to seek out further guidance as needed

Self-Assessment			
Monitors leading or allowing others to lead a discussion	Does not contribute to collaborations, taking advantage of collaborators; alternatively, dominates discussions without giving others a chance to lead	Makes contributions when interested in a topic or when convenient	Brings skilled contributions to a discussion and takes turns leading or allowing others to lead a discussion
Demonstrates self-reflection	Displaces responsibility; lack of self-awareness of strengths/weakness; or recognizes them but is resistant to change	Can articulate strengths/weaknesses , but may need help to address them	Independently and actively improves weaknesses and incorporates strengths

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Campus Security & Car Escort - 602-827-2368
Police, Fire, and Medical Emergency: Dial 911