



DREXEL UNIVERSITY

Physician Assistant

Department

College of Nursing and Health Professions

STUDENT HANDBOOK
2019-2020

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Code of Ethics of the PA Profession

The American Academy of PAs recognizes its responsibility to aid the profession in maintaining high standards in the provision of quality and accessible health care services. The following principles delineate the standards governing the conduct of PAs in their professional interactions with patients, colleagues other health professionals and the general public. Realizing that no code can encompass all ethical responsibilities of the PA this enumeration of the Statement of Values of the PA Profession provides a basic framework upon which PAs should develop the tenants of ethical behavior to live by in their professional lives. (For a more extensive review of AAPA Guidelines for Ethical Conduct of the PA Profession please go to <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>)

Statement of Values of the PA Profession

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

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THE PURPOSE OF THIS HANDBOOK

This handbook describes the policies, procedures, practices, and processes by which the Drexel University PA Program operates and, generally, the ways in which the faculty and staff will interact with program students. The various course manuals and the handbooks covering the conduct of the clinical rotations and practicums provide additional information.

As the Drexel University PA Program (also referred to as DUPAP) is an academic unit within the College of Nursing and Health Professions (CNHP or College) of Drexel University (University or DU), this handbook functions in conjunction with the policies and procedures of the University and the College as promulgated in the *Drexel University Catalog*, the *Drexel University Student Handbook* http://www.drexel.edu/studentlife/community_standards/studentHandbook/ and the policies of the College of Nursing and Health Professions. The policies delineated in this handbook are largely DUPAP specific, are operational in addition to University and College policies, but do not supersede the policies of the University or the College except as specifically permitted by University policy. All of these resources, in concert, help provide the student with the information needed to support the rigorously challenging preparation for a career as a PA.

As every student is required to act in compliance with all policies of the University, the College, and the DUPAP regardless of location as the policies and regulations of the University and College, is both necessary and represents a most worthwhile investment in the successful completion of the student's training as a PA!

As this handbook cannot be construed to be all inclusive, there may be policies that pertain to students not described herein or the other cited sources. Any questions not addressed in these resources should be discussed with the student's faculty advisor, course directors, or other members of the administration.

ADMINISTRATIVE ORGANIZATION

The program director, faculty, and the administrative staff conduct the day-to-day operations of the program. Listed are the faculty and staff members of the Department.

Julie Kinzel, MEd, PA-C, DFAAPA

Interim Chair, PA Department
Director, Drexel University PA Program
Associate Clinical Professor

Adrian Banning, MMS, PA-C

Research Coordinator
Associate Clinical Professor

Ryan Clancy, MSHS, MA, PA-C, DFAAPA

Co-Director, Clinical Education
Assistant Clinical Professor

Rosalie Coppola, MHS, PA-C

Associate Clinical Professor
Associate Director for the Progress Committee

Martha Davis

Admissions and Academic Coordinator

Ellen Feld, MD

Medical Director
Clinical Professor

Gretchen Fox, MMSc, PA-C, DFAAPA

Vice-Chair, PA Department
Associate Director, Drexel University PA Program Associate Clinical
Professor

Juanita Gardner, MPH, PA-C

Assistant Clinical Professor

Daniela Livingston, MD, PA-C

Assistant Clinical Professor
Liaison to the Student Tutoring Center

Ann Madden, MHS, PA-C, DFAAPA

Assistant Clinical Professor

Denise Mielechowski

Business Manager

Catherine Nowak, M.S., PA-C
Director of Clinical Education
Associate Clinical Professor

Clare Pisoni, MPAS, PA-C
Clinical Instructor

Allison Rusgo, MHS, MPH, PA-C
Assistant Clinical Professor

Megan E. Schneider, MMS, MSPH, PA-C
Assistant Clinical Professor

Diana Domhoff-Smith, MHS, PA-C
Director of Didactic Curriculum
Assistant Clinical Professor

Charles Stream, MPH, PA-C
Assistant Clinical Professor

Sandra Venuti
Program Manager

Justin Wolfe, MHS, PA-C
Clinical Instructor

THE MISSION OF THE PA PROGRAM

The mission of the Drexel University Drexel University PA Program is threefold:

- Educate qualified primary care PAs
- Promote the PA profession
- Improve health care delivery in rural and urban medically underserved areas

Inherent in the mission are significant charges to the faculty and staff common to the preparation of students for responsible positions as health care practitioners:

- Provide the student with a comprehensive learning experience offering the opportunities to maximize preparation for the chosen career as a PA
- Ensure by rigorous interval and final comprehensive testing and evaluation that each student has mastered all phases (both didactic and clinical) of training as well as demonstrated the professionalism required of an individual entering into the PA profession
- To every degree reasonably possible, assure certification and licensing authorities, future employers, and, most importantly, health care consumers that graduates have satisfied the training expectations required of a licensed PA

To accomplish its mission and meet its responsibilities, the Drexel University PA Program faculty and staff conduct a rigorous and thorough training experience utilizing a mature, well-proven curriculum delivering comprehensive didactic coursework and a diversity of essential, clinical exposures; thoroughly measures the progress of each student by repeated and eclectic examinations and clinical evaluations throughout the curriculum and comprehensively via summative examinations; and assesses each student's developing professionalism and suitability to become a PA practitioner.

THE EDUCATIONAL PARTNERSHIP

The training of PAs is a challenging and demanding endeavor for both the student and the personnel of the educational program. The most efficient and satisfactory educational experience occurs when the student and the program personnel work in concert in a cooperative and respectful manner to achieve the goals of the student and the program.

Professional training engenders two major tasks to be accomplished during the educational experience:

Teaching is primarily the responsibility of the core and clinical adjunct faculty and administrative staff who seek to provide an environment conducive to effective presentation of that which must be mastered by the student to enter into the PA profession. Traditional components of the educational milieu are part of the curriculum: classrooms, laboratories, special training equipment and supplies, clinical training venues, evaluative mechanisms, faculty, and administrators. The PA Program, the College, and the University also provide additional mechanisms and services to support the student during the training experience including: Policy and procedure guides (e.g., this Program Handbook, the University Student

Handbook, Graduate College Handbook), course-specific learning objectives, individual program Faculty Advisors, medical and general library services), student health insurance, approved educational accommodations for those students with documented needs, tutorial services, study skills assessment and training, access to individual and family counseling, an official university e-mail account, internet-accessible classrooms complimentary, downloadable, educationally-related software, bookstore services, access to fitness/wellness facilities, and a variety of student government and student socially-oriented activities.

Learning is, by necessity, the sole responsibility of each individual student; the student is the only one who can actually assimilate the knowledge and develop those skills required for that student to function effectively as a PA. The DUPAP makes every student aware, as early as the time of application to the program, of the specific parameters (technical standards) necessary for successful training as a PA by making those standards available on the PA Program website. Those technical standards (also listed in Appendix A of this handbook) provide an excellent overview of the capabilities and capacities required for successful training and should be utilized by the student as a basis for formulating an effective strategy for mastering this professional curriculum and achieving the goal of becoming a PA. As is apparent from the technical standards, successful training involves more than attending classes and reading assignments. Integration of learned materials and skills and then effective application to new encounters and situations is the hallmark of successful professional training. It is incumbent upon each student to dedicate the time and effort needed for individual success. **Any student encountering difficulties interfering with effective study should seek immediate assistance from the student's faculty advisor, course directors, or the DUPAP directorship.**

Many of these essential aspects of the "teaching/learning" partnership are further elaborated in subsequent pages in this handbook for the edification of the reader

AN OVERVIEW OF EDUCATIONAL GOALS AND PHILOSOPHY

The training curriculum prepares the student for entry into the PA profession. In addition to the certificate of completion of training as a PA, the student meeting the prescribed requirements will receive the Master of Health Science Degree from Drexel University. In order to meet those professional training and educational objectives, the curriculum includes skills and knowledge-based course work as well as extensive clinical practica that provide a unified curriculum that best meets the needs of the professional PA student

PA training may differ significantly from more conventional educational experiences encountered by the student. While similar in that each student is required to amass an immense fund of medical knowledge and be proficient in numerous psychomotor skills relating to evaluation and treatment, the student also must develop the highest standards of professionalism. Inherent in becoming a member of the PA profession is the student's willingness to adopt the commonly accepted norms of appearance, demeanor, attitude, ethics, and performance standards adhered to by the other members of the PA profession. The faculty regards the professional aspects of a student's education with the utmost importance and will continuously evaluate those aspects of the student's individual development. Until the faculty is convinced that a student is both knowledgeable and professional, that student will not be certified as having mastered the training required to become a PA.

INSTRUCTIONAL METHODOLOGIES IN PA EDUCATION

Throughout the training of the PA student, PA educators utilize a diversity of teaching modalities, both conventional lecture based instruction as well as other, less frequently encountered methods experienced in non-professional training.

The faculty believes that a student's awareness of the underlying reasoning enhances the effectiveness of the employed instructional methodologies

One of the most important tasks of a PA student is to develop self-reliance and confidence in the ability to acquire knowledge through self-study. The curriculum is designed to assist the student in achieving independence and self-sufficiency in a variety of ways. Teaching styles may differ from those previously encountered and seem unfamiliar at first, but they are intended to develop the skills needed for a career in medicine. Every student must develop the ability to search out answers to questions because, as a graduate PA, one must have the initiative to answer new questions in order to continue to expand one's personal knowledge and expertise. This capacity is essential to becoming a competent medical practitioner.

Instructors may often answer questions with other questions to encourage the student to think through problems and formulate solutions. Although that may entail more effort at first, the student should embrace those opportunities. Actually experiencing the process of arriving at a correct answer will strongly enhance the ability to problem-solve and to think medically as the student reviews and integrates material from multiple sources. Some instructors follow the student's correct answer with the question, "Why is that right?" That follow-up discerns the critically important process behind a student's answer; to distinguish a "lucky guess" from the

reasoned conclusion of a thoughtful process; and to discriminate between memorization and integration.

A student may occasionally feel that some classmates appear too eager by volunteering information that another student does not yet have or by asking questions that indicate a vastly different command of the material. The student should not be dismayed or envious but rather be resourceful! The diligent student may utilize classmates as a support system to reinforce and broaden everyone's knowledge base. Instructors will encourage class participation, not to introduce competition, but to facilitate cooperation. Every student has something to offer the group, so coming to grips with what one knows and that which has not yet been learned becomes a necessary and laudable characteristic of the better student. No student should be reticent to ask for help. Being comfortable with an incomplete knowledge base and the willingness to seek assistance in areas of doubt are essential for a competent PA.

In many courses, the student will be assigned class presentations. This is to develop the skills to present material clearly, logically, and succinctly; just as one will be presenting cases to patients, colleagues, and supervising physicians. Such assignments represent ways to further the internalization of a body of knowledge because, to present well, one must know the material thoroughly from the inside out.

The student hears repeatedly that the lecture objectives, topics, and live presentations cannot possibly encompass all the information needed to know about that subject, and that is absolutely true! Every student must read and study texts and other references to flesh out the classroom presentations that are, actually overviews and not the maximum needed to know about any given topic.

The student must learn to organize, prioritize, and synthesize by expanding the classroom experience each day. Procrastination is to be avoided. Each student should establish a daily study routine sufficient to permit ongoing mastery of the material as it is being presented. In many cases, the instructors are people whose medical specialties are the subjects they are presenting. The beginning student cannot possibly achieve their levels of expertise overnight; but, with diligent effort utilizing dependable study skills, the student will be able to flesh out the levels of knowledge needed in specific areas.

Throughout the program, every student will take many quizzes and exams utilizing diverse methodologies such as multiple choice, fill-in-the-blank, labeling, matching, on-line examinations, short answer, and essay questions. There will also be oral examinations, practical examinations and standardized patient encounters and simulated patient encounters at various points in the curriculum. Such testing maximizes the student's exposure to different ways of recalling and integrating information. Individual competency assessments promote continuous application of academic information to clinical problem solving. Each student is urged to look upon every testing situation as a learning device; becoming proficient in test taking helps to assure the maximum benefit from each experience.

Center for Interdisciplinary Clinical Simulation & Practice (CICSP)

The College of Nursing & Health Professions faculty may offer simulation experiences for students within the CICSP and other learning labs. Simulation experiences include task trainers, standardized patient, human patient simulators (computerized manikins), as well as hybrid experiences (a blending of two or more simulation experiences). Many of these experiences are recorded (video & audio) and assist the student(s) & faculty with mentorship and debriefing. Confidentiality is essential to the learning process with simulation. Students are asked not to discuss events of simulation(s) or debriefing(s) with other students. As a leader in simulation education, the College of Nursing & Health Professions participate with members of outside institutions in educating healthcare professionals, academics, & 3rd party vendors about the process of utilization of simulation in student learning as well as administrative and technical aspects. Students are not identified nor are individual performance shared with any outside professional.

The Program utilizes all of these educational methodologies to maximize the student's self-confidence, self-sufficiency, and self-awareness as a developing health practitioner. Taking full advantage of the challenges of these experiences greatly facilitates training and development into the competent PA each student wants to become.

THE IMPORTANCE OF TECHNICAL STANDARDS IN PA TRAINING

The goal of the DUPAP is to prepare the student to become a competent, caring PA possessing the skills for lifelong learning necessary to incorporate new knowledge and methods into medical practices required to adapt to the changing professional environment.

There are specific technical standards that are prerequisite for admission, progression, and graduation from the DUPAP.

Every PA student must be able to perform independently, with or without reasonable accommodation, a diversity of skills related to effective performance as a professional student and health care practitioner in training. A detailed description of those essential functions and technical standards required of each PA student are in Appendix C of this handbook. Each student must be fully cognizant of the essential functions and standards; questions or concerns about the essential functions and standards should be discussed with the designated faculty advisor. Any student incapable of meeting these functions and technical standards is counseled to seek an alternative career path.

STUDENTS WITH SPECIAL NEEDS

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and applicable federal and state laws, Drexel University ensures people with disabilities will have an equal opportunity to participate in its programs and activities. Members and guests of the Drexel community who have a disability need to register with the Office of Equality and Diversity and Disability Resources (ODR), if requesting auxiliary aids, accommodations, and services to participate in Drexel University's programs.

Students with Disabilities Accommodations

Students who have disabilities and who believe that they may need academic adjustments while in the PA Program are encouraged to contact the *Office of Equality and Diversity - Disability Resources*. Students with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVL's are issued by Disability Resources (DR). For additional information, contact Disability Resources at disability@drexel.edu, 3225 Arch Street, Phila., PA 19104. 215-894-1401 (V) or 215-895-2299 (TTY), <http://drexel.edu/oed.disabilityresources/overview/>

FACULTY ADVISORS

Each student is assigned a faculty advisor who will serve as a guide and support throughout the student's tenure in the program. Meetings will be scheduled with the advisor at least once per quarter and as needed throughout the didactic and clinical components of the curriculum.

Because the student is frequently the first to know of academic difficulties or personal problems that are adversely affecting performance; the student is expected to communicate with the advisor promptly. Communication is an important aspect of professional development. Although the student is expected to handle situations to the best of the student's own ability, there may be times when it is advisable to make the faculty advisor aware that a difficult situation exists. Ongoing communication between the student and their faculty advisor will ensure that the PA Program can be responsive to the needs of individual student situations or change in status.

The faculty, program director, and medical director must not participate as health care providers for students in the program, except in emergency situations.

The role of the faculty advisor is to assist the student with:

1. Program planning
2. Strategies or approaches to successful goal achievements
3. Comprehension of the complete requirements of the program
4. Maintenance of satisfactory academic progress and professional development
5. Referrals, as needed, to counseling services for educational, personal or emotional difficulties.

The faculty advisor is informed about the student's academic progress including any examination failures, breaches of professionalism, or violations of policies across the entire spectrum of the student's training and plays a major role in identifying and addressing academic and professional difficulties manifesting with any of their advisees.

The appropriate, preferred course of action for a student is to discuss any failed examination first with the course director and the student should then schedule a follow-up meeting with their faculty advisor. The student and faculty advisor should review the potential need for additional intervention to address the student's substandard academic or professional performance.

Additional Student-Oriented Resources

1. Associate Director, Gretchen Fox, M.M.Sc., PA-C gf26@drexel.edu (267-359-5763)
2. Graduate Student Affairs: <https://drexel.edu/medicine/student-life/graduate-student-affairs/>
3. The Student Counseling Center
http://drexel.edu/studentaffairs/support_health_services/cc_ucmc/
(215-895-1415 or counseling@drexel.edu)
4. The Center for Learning and Academic Success
http://drexel.edu/studentlife/student_family_resources/class/

PROFESSIONAL STUDENT RESPONSIBILITIES AND POLICIES

Drexel University expects every student to exhibit initiative and responsibility in planning and executing the student's own professional training program. The student must comply at all times with the regulations and administrative procedures governing study in the specific major program of study.

Professional Conduct:

The Program recognizes the absolute necessity for the highest standards of professionalism during training as a future health care provider. The faculty will continually evaluate the student in the area of professionalism with the same emphasis and vigor as is devoted to academic and clinical performance!

Professionalism includes not only academic excellence and superior clinical performance, but also the demonstrated abilities to work productively with and relate effectively to peers, program staff, faculty, preceptors, and the other members of the health care team. Sensitivity to patient and community needs, as well as courtesy, respect, a positive attitude, punctuality, consistent attendance during all phases of the training experience, and a neat and well-kept appearance are integral aspects of professionalism. The abilities to graciously accept and effectively profit from constructive criticism, assume personal responsibility for one's own actions, meet stated and implied requirements and expectations, willingly take and follow through upon directions to completion, and exhibit flexibility and the spirit of cooperation during unexpected or adverse conditions are essential to becoming a true professional.

Every student must obey local, state and federal laws and statutes and comply with the spirit and mandates espoused in the Code of Conduct of Drexel University as well as the policies of the University, the College of Nursing and Health Professions, and the Program.

<http://drexel.edu/studentlife/communitystandards/overview/>

Unprofessional conduct is unacceptable and warrants appropriate corrective or disciplinary action by the University, the College of Nursing and Health Professions, and the Program that may include dismissal from the University and the Program (Refer to the Academic Performance and Progress section of this handbook).

Disorderly or Disruptive Conduct:

Conduct that interferes with, impairs, or obstructs the orderly conduct, processes and functions of the University or which may adversely and unreasonably impinge on the legitimate interest of others is prohibited. Such conduct includes, but is not limited to, excessive noise, public intoxication, loud or indecent conduct, interference with the ability of others to enter, use, or exit any University facility, service, or activity, intentionally interfering with the freedom of expression or movement of others, interfering with University activity such as teaching, research, recreation, meetings, and public events, physical violence, reasonable apprehension of harm, or threat of violence against oneself or any member or guest of the University community. This prohibition extends to conduct outside the University that, in the University's sole judgment, is detrimental to its mission and interests (See also Classroom Disruption).

Statement on Civility and Student Code of Conduct

Drexel University expects all students to conduct themselves responsibly and in a manner that reflects favorably upon themselves and the University. When a student does not act responsibly and violates the University or academic program policies, rules, regulations, or standards of conduct, formal disciplinary action may result. The Conduct process reflects the University's concern that students maintain high standards. The Conduct process attempts to foster personal learning and growth, while at the same time holding individuals and groups accountable for inappropriate behavior. Likewise, Drexel University College of Nursing and Health Professions holds a shared philosophy and purpose as the University. In addition, the programs in this College have heightened standards of conduct given that the health professions are bound by standards of practice, codes of ethics, as well as licensure and certification boards.

Civility has to do with courtesy, politeness, and good manners. Civility is the awareness and recognition of others in all interactions and demonstration of a high level of respect and consideration. In civility, we recognize that no action of ours is without consequence to others or ourselves. We need to anticipate what these consequences will be and choose to act in a responsible and caring way.

Uncivil behaviors are acts of rudeness, disrespect, and other breaches of common rules of courtesy. These acts of incivility range from disrespectful verbal and non-verbal behaviors to physical threats to another's well-being. Incivility is a lack of awareness and recognition (intended or unintended) of *others* in our interactions when we fail to give them a high level of respect and consideration. Incivility usually results when one does not anticipate how actions will affect others.

Drexel students need to "know the Code" of Conduct. To learn about the Code and Community Standards at Drexel go to the Office of Student Conduct and Community Standards at http://www.drexel.edu/studentlife/community_standards/overview/

Diversity and Inclusive Excellence

Education should be available to everyone regardless of gender, ethnicity, race or socioeconomic background. This is one of the core principles upon which Anthony J. Drexel founded our University, and we remain committed to providing a welcoming, inclusive and respectful environment for students, faculty, professional staff and alumni, so that together we can strengthen our own competencies to live and work in a diverse and global environment.

Drexel is proud to have a reputation as one of the most innovative, exciting and entrepreneurial research universities in America. One of the reasons for our success has been the diversity of our dedicated and talented students, faculty and professional staff, people who embody creativity and outside-the-box thinking.

Our future success depends on continuing and enhancing our commitment to diversity in all of its forms, and cultivating respect for each member of our community. This will enable us to harness and sustain our creative and innovative spirit.

Drexel launched our Intercultural Engagement & Diversity Initiative in 2008, and opened the James E. Marks Intercultural Center in 2010. Our goal is to foster a community grounded in ideological tension, dialogue and a respect for diversity—a community that can engage with curiosity and humility, honoring and celebrating our fundamental differences and similarities <http://drexel.edu/diversity/>

Drexel University seeks to promote social justice and to embrace diversity. All university faculty, supervisors, staff, and students shall maintain respect for differences including, but not limited to, race, ethnicity, sexual orientation, age religion/spirituality, ability, socioeconomic status, and culture. Each person will be responsible and accountable for creating and maintaining a culture of respect.

SOCIAL MEDIA GUIDELINES AND POLICIES

The Drexel University Drexel University PA Program recognizes that social media use is prevalent in today's society. Websites and applications such as Facebook, Twitter, and others are commonly utilized by the public. As a student in the PA Program, and as a health care professional, one should be aware that posting certain information and/or images on social media sites may be viewed as unethical, unprofessional, and in some cases, illegal, by the PA Program. Students are referred to, and, expected to comply with the Drexel University and PA Program policies on privacy, professionalism, discrimination, and harassment.

Some social media guidelines to consider...

- Students should monitor their online presence as well as online site policies and privacy settings. Try to maintain up-to-date use of privacy settings to limit the unknown or unwanted access to your profile or application. Remember that those with your permission to view your information may have the ability to share it without your

consent. Therefore, all postings (information, photos, and videos) should be considered public and potentially visible to anyone at any time.

- Posting information and images online should be considered permanent. Deleting a post does not ensure removal. Data can be recalled and retrieved as it is often archived online, or others may have recorded your postings prior to removal.
- Students should represent themselves in a mature, professional, and responsible manner. Uncivil or disrespectful language used in communications is considered unprofessional and therefore not acceptable. Remember, potential employers, licensing boards and healthcare facilities where you may seek privileges and other individuals may screen social networking sites.
- Social media use can be a helpful tool, but users must realize that statements made online are considered to represent the views of an individual as if spoken verbally or written. Saying something electronically carries no less weight than communicating it in any other way. It is considered unprofessional to criticize classmates, peers, preceptors or university faculty/staff. Damaging the reputation of another is also considered to be unprofessional behavior and could result in personal liability to you if found to be defamatory in a court of law. The nature of online communication makes such comments more lasting than you may initially believe. Your actions online are subject to legal ramifications. *Please carefully consider your words and ALL possible consequences before writing/ posting/sharing.*

Drexel University and the Drexel PA Program reserve the right to discipline students using social media in a manner which violates applicable Drexel University or PA Program policies, rules and regulations. Please be sure to refer to the Drexel University Drexel PA Program Handbook policies on professionalism and proper conduct. Social media use must comply with these policies as well. Examples of behavior which could result in disciplinary sanctions include, but are not limited to the following:

- **Posting patient information.** Students may not post or otherwise disclose patient information in violation of a federal or state law or applicable professional ethics and healthcare facility policies. This includes cases or pictures. Removal of an individual's name does not constitute proper "de-identification" of protected health information. Furthermore, inclusion of data such as age, gender, race, diagnosis, date or location of evaluation may still allow the reader to recognize the identity of a specific individual. You may not take or post photos of patients or health care environments/ rotation/ preceptorship sites. Photos may contain background identifying features of which you may not be aware.
- **Posting program curriculum information.** You should not share information about program curriculum or exams in any way that violates Drexel University or PA Program academic misconduct policies.
- **Misrepresentation.** In posting information on social networking sites, students may not present or represent themselves as official representatives or spokespersons for Drexel University or the PA Program.
- **Harassing or discriminatory postings.** Your use of social media may not violate Drexel University Equality and Non-Discrimination Policies found at: <http://drexel.edu/oed/policies/Overview/>

- This policy prohibits discrimination or harassment on the basis of race, color, national origin, religion, sex, sexual orientation, disability age, gender identification or expression or other legally prohibited characteristic.
- **Violating the Acceptable Use Policy.** All social media activities involving use of Drexel's computer and network resources, including all electronic communication systems and equipment, must comply with the Drexel University Acceptable Use Policy found at: <http://www.drexel.edu/irt/org/policies/acceptableUse/>
- **Inappropriate relationships.** It is considered unethical to establish non-professional relationships with patients including inviting them to social network groups or accepting invitations from them. Additionally, requests from those who supervise or teach you to engage in activities outside of class sites are considered inappropriate. Such requests should be reported to head of the PA Program or College Dean. Other forms of inappropriate behavior include “cyberstalking” and “sexting”.
- **Copyright/trademark violations.** Seek the proper permission before posting photos, videos, or other media that you do not own.
- **Giving medical advice.** Students are not licensed healthcare providers and should not offer medical advice as a medical professional. You should in no way diagnose, manage, or medically advise any other individual on social media sites.

Academic Honesty and Integrity:

Students in the College of Nursing and Health Professions at Drexel University are engaged in professional practice. This requires action, responsibility, and accountability of the highest standards. Students in a professional program are held to these standards, which are mirrored in the standards of honesty and integrity in Drexel University’s academic integrity code. Academic dishonesty, as defined by the university can be found at the following site:

<https://drexel.edu/provost/policies/academic-integrity/>

Cheating, plagiarism, forgery, or other forms of academic misconduct are not tolerated at Drexel University. It is the responsibility of all students to ensure that their study and participation in the academic process is so conducted that there can be no question concerning their integrity. Faculty members have the responsibility of conducting their courses in a manner to foster academic integrity.

Unless specifically exempted, examinations, quizzes, laboratory practical examinations, case studies, research, papers, projects and other assignments are expected to be the work of the individual student. Any use of ideas, data, or wording of another person must include explicit acknowledgment of the source. Failure to give such credit is plagiarism. Any alteration/fabrication of clinical data, falsification of student logs or otherwise inaccurately reporting actual participation in an assignment constitutes academic misconduct in the clinical area.

Any alteration or fabrication of experimental data would be considered academic misconduct in research. In addition, intentionally aiding another student in such activities is also a violation of the Code of Academic Integrity.

Examinations, quizzes and laboratory practical examinations are proctored or otherwise administered in a secure manner. Each instructor specifies, as appropriate, what materials students may use during a written or practical exam, where students sit, or any other instructions. Unauthorized communication or use of unauthorized materials during the examination constitutes academic misconduct and is a violation of the code.

Students are encouraged to cooperate and assist in the prevention of cheating and plagiarism. Cheating and/or plagiarism will result in disciplinary action as deemed appropriate, including suspension and /or expulsion from the College and the University. Any threats made by students against faculty applying this policy will be reported to the Dean of the College of Nursing and Health Professions and the Office of Student Conduct and Community Standards (SCCS), which may result in penalties to the student. The student conduct policy can be viewed via the [Drexel University Student Handbook](#).

Students must include the Intellectual Honesty Certification statement with every paper and clinical note submitted in all courses. This statement can be found below and in the Program Student Handbook, as well as in the Blackboard Learn course shell and/or syllabus.

All students in the College of Nursing and Health Professions must complete an online tutorial “Recognizing Plagiarism.” New students need to complete this by the midterm of their first quarter attending Drexel. This tutorial is available via our Blackboard Learn online learning suite. If you are not sure how to access this tutorial, contact your academic advisor. All students in the College of Nursing and Health Professions at Drexel University are required to attach an *intellectual honesty statement* to every assignment they submit for their courses. Assignments that do not have this signed statement attached will not be assessed and graded. The statement is as follows:

Intellectual Honesty Certification

All students in College of Nursing and Health Professions are required to attach the following signed statement to every paper they submit in every CNHP course they take. Papers that do not have this signed statement attached will not be graded.

I certify that:

- 1. This paper is entirely my own work, with any words and/or ideas from other sources (print, Web, other media, other individuals or groups) being properly cited in text, and referenced.*
- 2. I have not submitted this paper to satisfy the requirements of any other course.*

Student's Signature _____

Course Submitted _____

Term _____

Date _____

Drop/Add/Withdrawal Policy

Once you are registered in a course, it is your responsibility to attend the course, drop the course, or withdraw from the course. Dropping and withdrawing are distinct actions that affect your course enrollment status. In either case, a form from the Registrar's Office, with signatures, is required to change course enrollment status. There are billing, financial aid, and academic record ramifications for changes to your enrollment status in this course; therefore, you must attend to the proper procedure when dropping or withdrawing from a course. Please refer to the Office of Graduate Studies Adding/Dropping/Withdrawal policy or contact your academic advisor.

<http://drexel.edu/provost/policies/course-withdrawal/>

Satisfactory Academic Progress

As a student you are expected to meet certain standards to remain eligible to continue receiving financial aid. Satisfactory Academic Progress (SAP) is one such standard that the Department of Education requires Drexel to oversee. The SAP policy requires that you maintain a certain minimum cumulative GPA as well as earn a certain percentage of attempted course credits. Please refer to the website or contact Financial Aid subsequent to Drop/Add/Withdrawal from a course

Financial Obligations

Students who do not satisfy financial obligations to the University and have been placed on financial hold are not entitled to a final and official course grade by the instructor. Official course grades are submitted by faculty through Drexel's Banner academic information management system.

Attendance and Punctuality:

Student attendance and punctuality are mandatory for all classes, laboratories, seminars, examinations, clinical assignments, and all other periods of training

Specific difficulties, either anticipated or actual, encountered by the student in meeting the program's scheduling requirements should be discussed prospectively with the DUPAP Associate Director and the student's faculty advisor.

Absence and tardiness impact negatively upon the student's training experience. The student remains fully responsible for mastering any missed material.

Failure to contact the program prior to an absence or tardiness will make that absence or tardiness unexcused, constitutes unprofessional behavior, and will not be condoned. Individual instructors and course directors may fail or lower the student's course grade due to excessive or unexcused absences or lateness.

The DUPAP retains the prerogative of suspending or dismissing a student from active status for any number of absences and for lateness, regardless of reason, if, in the judgment of the Program, such occurrences have severely limited the student's potential to succeed in the program.

If a student in the didactic phase must be absent or late for any reason, it is the student's responsibility to:

1. Notify the course director and/or co-course director via phone and/or email.
2. Leave a voice mail message in the event no one is available to answer the student's call personally. The message must indicate:
 - a. The reason for tardiness or absence
 - b. Detail all classes (lectures, seminars, laboratories, etc.), examinations, or other scheduled activities for which the student will be late or absent so that faculty can be notified.
 - c. The student must notify the DUPAP each day of absence or tardiness
3. Contact the appropriate course director(s) immediately upon returning to classes to arrange remediation of all missed training.

If a student in the clinical phase (rotations and practica) of training must be absent or late for any reason, it is the student's responsibility to call and/or email each day:

1. The clinical coordinator.
2. The clinical site preceptor or site contact person.
3. The Director of Clinical Rotations (267-359-5774).
4. The Director of Primary Care Practicum I and II (267-359-5771)

The DUPAP may, at its discretion, excuse a student's absence in individual cases for the following reasons, but only if documented to the program's satisfaction:

1. Illness or death of family members
2. Student illness (See also the section, "Illness," below)
3. Participation in officially endorsed student activities if authorized in advance by the program
4. Absence because of special religious holidays
5. Other activities beyond the student's control if approved by the program

Advance notification and approval of excused absences is required whenever feasible. (See also the section on Illness and Examination Policies)

Classroom Etiquette:

The student should adhere to professional standards for behavior when communicating with faculty and fellow students in the classroom:

1. Always address the faculty member by title: "Professor" or "Doctor" unless directed otherwise by the faculty member.
2. Be respectful in all communications to fellow students and faculty.
3. Arrive on time.
4. Call the faculty member and leave a voice mail/phone message in the event of tardiness or absence from any class.
5. Faculty reserve the right to prevent students who are late from entering the class until the official class break. To minimize disruption of a class already in progress and distraction to other students and instructors, a student arriving after a class has begun is required to enter lecture halls by the rear entrance and move promptly, quietly, and with minimal disruption to the closest available seating.
6. University policy prohibits consuming food and beverages in the classrooms

7. Students are not permitted to bring guests or children to class.
8. Appropriate Use of Electronic Devices in the Classroom

The use of cell phones or other electronic devices during lectures and lab sessions for texting, talking or any other purpose is disruptive and, therefore, such use of electronic devices is prohibited. Please be courteous to your instructor and your fellow classmates and turn off all electronic devices and store them properly in your book bags or purses.

The use of laptop computers during lectures and lab sessions must be limited to course activity only. Accessing any social media site (Facebook, Twitter, etc.) or personal e-mail accounts during lectures and lab sessions is a violation of classroom policy.

Students are prohibited from having cell phones or other electronic devices with them during examinations. During examinations, all electronic devices should be properly stored in book bags or purses at the front of the room.

Classroom Disruption:

Conduct that a reasonable person would view as substantially or repeatedly interfering with the conduct of a class is prohibited. Such conduct includes, but is not limited to, repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized, or resorting to physical threats or personal insults. Students are responsible to comply with a professor or instructor's individual request regarding appropriate classroom behavior.

Web Etiquette:

All students using e-mail should adhere to standard and professional behavior when communicating on the Internet. Some rules to remember:

1. Students are expected to have computer access on a daily basis.
2. Always address an e-mail to someone: For example, an e-mail to a professor should begin with: 'Dear Professor or Dr. Jones' or "Dear Mr./Mrs. Smith" or to a classmate: 'John.'
3. Always sign an e-mail so the receiver knows who has sent it, as sometimes the e-mail address does not easily disclose who the sender is.
4. All e-mail correspondences should be written in a professional manner.
5. Be very judicious when copying (using the C.C. function at the top of your e-mail routing) an e-mail to someone. It may be improper to copy or forward another e-mail or correspondence to another party without the permission of the receiver. Remember, copying or forwarding a memo to another party is very different than forwarding an article from the Internet.
6. Avoid profanity and remember neither the Internet nor e-mail is entirely secure.
7. What is written is often not easily deleted – especially by the party who receives the e-mail.
8. Return important e-mails that are sent in a timely manner. Avoid spamming– mass forwarding of items that may not be of interest to all members of the class.
9. Avoid slamming– the use of harsh words to others in a public forum.
10. Avoid the use of caps as much as possible.
11. Only write in an e-mail what could be put on an office door – for the world to see.

12. E-mail transmitted fully or in part over University operated computer infrastructure is subject to the Drexel University acceptable use policy
<http://www.drexel.edu/irt/about/policies/policies/01-Acceptable-Use/>
13. Violators are subject to disciplinary action.

Illness:

The student must make up all missed groups, seminars, quizzes, examinations, or other learning experiences as directed by the seminar leaders and course directors.

The student must:

1. Contact via phone and/or email each day of illness:
 - a. The student's advisor.
 - b. Course directors and seminar or laboratory instructors
 - c. Preceptors (When at clinical phase sites)
2. The student must upon the day of the student's return to training:
 - a. Arrange for the make-up of all missed training with all of the course directors from whose courses the student has been absent
 - a. Present to the student's advisor written documentation, acceptable to the DUPAP, from the student's healthcare provider for an absence of three days or any single day of absence if the student misses a scheduled student evaluation activity such as a written examination/quiz, verbal presentation, OSCE, SP experience, or clinical skills testing.
 - b. Reschedule with the course directors times for make-up times for any excused examinations

Absence for prolonged or excessive illness adversely affects a student's learning and jeopardizes mastery of the required knowledge, skills, and experiences needed to successfully progress or complete training as a PA. For reasons relating to the student's health status, the DUPAP may, when deemed in the best interest of the program or the student:

1. Suspend a student
2. Place a student on enforced medical leave-of-absence
3. Recommend the discontinuation of the student in the program
4. Other actions deemed appropriate by the Program Director.

Medical Clearance to Attend Clinical Sites:

Students who are ill, hospitalized, or incapacitated in some way that affects their ability to safely and satisfactorily perform their duties in a clinical setting need to provide official medical clearance which clearly states their ability to return to clinical without restrictions. Students taking prescribed medications should be aware of the effects of these medications on alertness, judgment, and the ability to meet all technical standards. Students should not report to clinical sites if there is impairment of ability to safely provide care to assigned patients. This clearance needs to be made prior to returning to the clinical site. See **Clinical/Practicum Guidelines on pages 44-47 of this Handbook.**

Clinical Compliance:

All students must meet all compliance requirements in order to participate in any type of patient interaction and Drexel affiliated community experiences. In order to fulfill these requirements

students are required to satisfactorily complete a criminal background check, child and/or elder abuse checks, drug screening, immunizations, physical exams, health history, and other types of screening prior to matriculation unless otherwise specified. These compliance requirements must be fulfilled at the beginning of each academic year as required by the Office of Compliance.

Failure to fully satisfy these requirements will prohibit patient interaction. In addition, individuals convicted of a felony or misdemeanor may be denied licensure as a health professional. For specific information, please refer to the Drexel Compliance website at <http://www.drexel.edu/cnhp/about/compliance/>. See **Clinical/Practicum Guidelines on page 42-47 of this Handbook. These requirements must be met on an annual basis as required by the Office of Compliance.**

Proper Attire and Identification:

Both as a PA student and graduate practitioner, one encounters a variety of patients from diverse cultural, ethnic and socioeconomic backgrounds. In order to establish a professional and trusting relationship with those patients, and to decrease the potential for offense or discomfort to patients, a standard of professional grooming and clinical attire (short white coat, Drexel identification badge) is required. A healthcare professional's dress and appearance are essential in establishing a relationship of trust and confidence. In some cases, this requires that individual personal attire preferences be balanced with the need for effective patient interaction. As a student and soon-to-be medical professional, patients' needs come first – even at the expense of individual expression!

In any clinical situation including simulated patient encounters and clinical patient encounters during the didactic and clinical years, students are expected to dress professionally and wear their Drexel University ID card and short white jacket. During the first year of PA education, clinical attire is expected during patient interviews, clinical laboratories, and when visiting facilities for further educational opportunities. Any student not dressed appropriately for clinical encounters will not participate in clinical experiences. If in doubt, ask an instructor for clarification. At all times, every student must display a clean, well-kept appearance that includes clean, pressed clothing and good personal hygiene.

Much of the first year of training is spent in lecture halls and classrooms where patients are not present. Attire during lecture and small group seminars may be comfortable, but must not detract from the educational atmosphere. Avoid dress or attire that may be potentially offensive to one's peers, the faculty, or patients. When in doubt, consult the faculty or your faculty advisor. Details regarding attire may be found in Appendix F.

COURSE DESIGNATIONS

Professional Courses:

All scheduled courses (including remedial and competency courses) that are part of the student's DUPAP training are designated professional courses.

GRADING POLICIES

Professional Courses must be passed with an overall minimum letter grade of "B" or "S" (for courses grades Satisfactory/Unsatisfactory).

Repeating Professional Courses:

Any professional course, with the exception of competency and remedial courses, in which the student does not earn the minimum passing course letter grade ("B" or "S") may, after review of the student's academic status, and with permission of the Course Director, be repeated one time only, when the course is next offered. A student failing to achieve the required, minimum, acceptable letter grade in any repeated, professional course will be dismissed from the PA Program (refer to Academic Standing, Probation, and Dismissal Policies).

Remedial Courses which may not be repeated include the following:

PA 570 Clinical Assessment Competency

PA 680 Summative Remediation

During his/her entire matriculation in the DUPAP, a student may enroll in only a single remedial or competency course (listed above) if due to unsatisfactory academic performance.

Temporary Course Letter Grades:

Any temporary letter grades of "I" (Incomplete), "IP" (In Progress), or NGR (No Grade Reported) must be converted to a permanent course letter grade within the time limit established by the course director. If a student does not complete the required work necessary for the course director to assign a permanent course letter grade by the course director's deadline, the student will receive a final course letter grade based upon the following:

1. If the uncompleted work was a "must pass, non-graded, course component" of the course, the student will receive a failing ("F") final course letter grade, otherwise
2. The student will receive no credit for the uncompleted work which then may result in a failing, final letter grade for the course.

The University will review a student's coursework and any temporary course letter grades remaining unconverted to a permanent course letter grade for one year will automatically be changed to a permanent course letter grade of "F."

Grading Policies:

Course letter grades are assigned according to the following numerical equivalency scale:

<u>Letter Grade</u>	<u>Numerical Score</u>	<u>Quality Point Value for GPA Calculation</u>
A+	97.5-100	4.0
A	91.5-97.4	4.0
A minus	89.5-91.4	3.67
B+	87.5-89.4	3.33
B	71.5-87.4	3.0
B minus	69.6-71.4	2.67
C+	68-69.5	2.33
C	67-67.9	2.0
C minus	65-66.9	1.67
D+	63-64.9	1.33
D	61.5-62.9	1.0
F	below 61.5	0.0

Exceptions to the above grading scale may occur. The student is referred to the course syllabus for the specifics of the grading mechanism in each course. You may also review University policy at <http://www.drexel.edu/provost/policies/grades.asp>

Numerical Scores:

Individual graded component numerical scores will be calculated to the first decimal place.

Cumulative Course Numerical Scores:

Course numerical scores will be the sum of the weighted individual, graded components. Cumulative numerical course scores will be calculated to the first decimal place and will not be further rounded up or down.

Course Letter Grade:

The minimum passing letter grade for any PA Program course is “B.” The final course letter grade is based upon the total contributions of the weighted, graded, course components (all exams, quizzes, papers, presentations, other graded coursework, and class participation) provided the student has satisfied any must-pass, non-graded components (Refer to the section: “Must-pass, Non-graded Course Components” below). A grade of “B-“or below is a failing grade.

Course Component Grading:

Minimum Written Score Average Requirement:

For all professional courses in which written examinations/quizzes comprise a component of the course grade, the student must achieve a minimum average of the weighted value of the written examinations and quizzes equivalent to a letter grade of “B” to pass the course.

Must-pass, Non-graded Course Components:

Many professional courses contain “must-pass, non-graded components” representing educational objectives essential to mastery of the course’s subject matter. For those professional courses that include such must-pass, non-graded components, including evaluations of the student’s professionalism and attitude and all other designated course requirements, a final

course letter grade of “F” or “U” will be assigned if any must-pass, non-graded component is not satisfactorily completed. The student is referred to the individual course syllabus for details of any must-pass requirements associated with that particular course.

Recalculation of Examination Scores:

If, after review by the course director, questions on an examination subsequently are excluded; credit will be awarded to those students who answered those excluded questions incorrectly. Examination grades will not be recalculated based on the reduced number of questions.

Grade Posting:

The posting of examination scores will generally occur within three days after the examination administration or as promptly as possible after three days. Posting of scores may be delayed until all students have completed examinations. Scores will generally be posted on a secure DUPAP website, the course’s “Blackboard” shell.

Note: Posting of scores on Blackboard is for student information only. Official score calculations do not rely upon the calculation limitations inherent in the integrated Blackboard grade book. Official, final, course-related, numeric examination and course scores are calculated by the course directors utilizing the previously described parameters.

Unsatisfactory Grades:

Failure to achieve the minimum passing course letter grade is viewed as a significant problem with the student’s ability to function in this professional training program and warrants immediate evaluation and appropriate intervention by the program faculty (refer to “Program Intervention” in Academic Performance and Progress).

Final Grade Appeal Policy

An appeal by a student about an assessment made of his/her academic performance by a faculty member or clinical supervisor is a formal and serious matter. Assessment of the quality of a student’s work rests with the faculty member assigned to the course and he/she has the responsibility to assess the learner activity and assign a grade in a fair and reasonable manner. For this reason, students who challenge a grade on an assessment or final grade need to first formally make this appeal to the faculty member assigned to the course. The appeal should be made in writing and should clearly state the basis on which the student is appealing the faculty assessment and the student should present the evidence to support the appeal. **See Student Grievance/Appeal Policies beginning on page 49 of this Handbook.**

EXAMINATION POLICIES

Testing Mechanisms and Examination Contents:

The course director determines the type of testing and the material that individual tests cover. Any questions or requests for clarification are appropriately directed to the course director.

Absence from Examinations:

Each student is personally responsible for the consequences of missing any examination. Generally, only acute illness is considered an acceptable reason for absence from an examination:

1. Written documentation of illness from the student's physician is required for any absence from an examination due to sickness. Physician documentation acceptable to the DUPAP must include that the physician examined the student at the time of illness and attests to the student's inability to sit for the scheduled examination
2. A physician's medical documentation of illness must be delivered to the course director(s) upon the same day of the student's return to school. Failure to provide physician documentation of illness acceptable to the course director upon the student's return to classes will result in an examination score of zero (0) being recorded for that student.
3. Should a student be absent without prior notification to the course director the absence is considered unexcused and eligibility to take a make-up examination will be determined at the discretion of the course director (refer to the general "Attendance" section of this handbook for related information). The highest grade a student may earn on a make-up examination in this circumstance is 71.5.

Lateness to Examinations:

1. A student arriving up to fifteen (15) minutes late, who still wishes to sit for the examination, is advised that no additional time beyond the scheduled conclusion of the examination is allowed.
2. A student arriving more than fifteen (15) minutes late to an examination will not be permitted to sit for that examination and must contact the course director.

A student, believing that he or she has valid extenuating circumstances for being late, must present an explanation and provide documentation acceptable to the course director, who has the discretion to excuse the lateness and schedule a make-up examination. ***More than one unexcused episode of lateness or unexcused absence will result in student referral to the Student Progress Review Committee for further action which may include placing the student on General Probation for professionalism issues***

Administration of Examinations: The Program has standardized procedures for the administration of examinations. Any student not in compliance with those standardized procedures may be dismissed from the examination and receive a zero (0) score for that examination.

Electronic or Mechanical Devices:

Cell phones, pagers, alarm watches, or other electronic or mechanical devices capable of emitting sound tones are either not to be brought into the examination rooms or turned off prior to the start of the examination. Disruption of an examination by such student-owned devices is rude, inconsiderate of the other students, unacceptable, and may subject the student to disciplinary action.

Distributed Test Materials:

Only distributed test materials, or other test-related materials (such as a piece of scrap paper)

specifically authorized by the proctors are permitted to be at or near a student's individual testing area.

1. All beverage containers, food stuffs, books, bags, papers, and any other materials (including personal belongings, i.e., coats, jackets, sweaters, sweatshirts, and other outer garments that are not being worn at the time of the examination) must be placed in the front of the examination room before the examination begins.
2. Hats are not to be worn during examinations.
3. Students are urged not to bring extraneous materials to examinations.

Student-asked Questions During Examinations:

1. The only types of questions allowed during an exam must pertain to the physical condition of the exam, such as a missing page, incorrect question numbering, typographical errors, or illegible copy.
2. No questions related to interpretation of question content (including definition of terms, questions that assist the students in weighing alternative answers, or questions concerning the "accuracy of the student's understanding basic, anatomy, physiology, or terminology) will be entertained by the examination proctors during the administration of the examination.
3. Individualized explanations by proctors to single students during an examination are potentially unfair to others taking the examination and are not permitted.
4. The student is to answer the question as best as possible and make a written note of the question and the perceived difficulty on the face of the student's honesty statement paper so that the student's concern can be evaluated by the course director after the examination during the course director's review of the examination.

Examination Seating:

1. Individual assigned seating for examinations or seating patterns may be made at or prior to examinations.
2. Minimally, students will be separated by one or more seats and seated every other row for written/computer based examinations if permitted by the room configuration.
3. Failure to adhere to seating assignments or other related examination-administration instructions may result in lowering of the student's grade, as well as other appropriate disciplinary actions.

Accommodations for Testing:

1. Only students with documented learning disabilities, for whom the University has officially agreed to provide accommodation(s), will be afforded those accommodations during examinations.
2. Students requiring special accommodations for testing (i.e., University- authorized accommodations, left-handed seating, etc.) should provide a written copy of the University authorization for accommodation to course directors at the beginning of the course and the examination proctor prior to the beginning of every examination as required.
3. Informal requests for undocumented disabilities or "an individual student preference" cannot be honored (refer to Students with Special Needs).

Timing of Examinations:

1. The student is expected to arrive 15 minutes before the scheduled starting time for the examination to complete any pre-examination preparations to facilitate the distribution of testing materials.
2. The beginning and ending times of the examination will be posted or announced when the proctor begins the examination. *The student is provided with a timer in Exam Soft and is responsible for monitoring throughout the examination.*
3. On-line examinations are internally timed by the course director and at the end of the allotted time the student will automatically be shut out of exam.
4. Generally, when examinations are administered during regularly scheduled school hours:
 - a. The University policy that scheduled activities conclude at 50 minutes past the hour prevails
 - b. The “ten-minute” passing period is not part of the time allocated for an examination. For example, an “hourly exam” is allotted 50 minutes, not 60 minutes. *The time allotted for a particular examination is determined by the course director.*

Transferring of Answers to Answer Sheets: (When paper examinations are administered)

1. No extra time is allowed for a student to transfer answers from test papers/booklets to the provided answer sheets.
2. Recording of answers upon the answer sheets is part of the allocated examination timing.
3. Answers not recorded on the provided answer sheet(s) will not be used in calculating grades.

Temporary Withdrawal from Examinations:

1. No student is permitted to leave the examination room during the first fifteen (15) minutes of the examination.
2. A student who temporarily withdraws from the examination room (i.e., to utilize the rest rooms, etc.) after the first 15 minutes must leave any relevant testing materials with the proctor. Student must sign the in/out sheet and give proctor any electronic device they may have on their person, if requested by proctor.
3. The student’s allotted examination time will not be extended for time lost during temporary withdrawal.

Permanent Withdrawal from Examinations:

1. A student completing the examination before the end of the test period may quietly retrieve personal belongings and leave the testing area.
2. A student leaving the examination room early is not permitted to re-enter the examination room for any reason until the examination is concluded.

Departure from the Examination Area:

1. Every student is cautioned that “Quiet talking among numbers of students standing outside of the examination room” results in a noise-level that is disturbing to other students still taking the examination, and constitutes unacceptable, disruptive behavior.

2. Therefore, every student leaving the examination room early must vacate the surrounding area and not congregate outside the examination room.
3. Any student in the immediate examination area who fails to follow proctor instructions to be silent or to vacate the examination area is subject to disciplinary action.

Inappropriate Examination Behavior:

1. Absolute integrity and honesty are required at all times. Actions such as copying from another student, discussion during an examination, or possessing of materials relating to the subject matter being tested at an individual student's examination area constitute cheating and are strictly prohibited.
2. Likewise, providing written, visual, or verbal information to another student during an examination, evaluation or exercise; or even allowing another student to see or otherwise access one's responses or work under examination conditions is unacceptable.
3. These, or any other forms of cheating, are prohibited.
4. The aiding or abetting of cheating by another student also constitutes cheating.
5. There is no justification for cheating, and any student engaging in such activity is behaving unprofessionally and demonstrating an unsuitability to train for and serve in this health care profession. Therefore, every student must be scrupulously meticulous in avoiding any questionable behavior or even engaging in conduct that gives the appearance of cheating.
6. Cheating will result in strong disciplinary actions against the offender(s), including persons abetting such actions! The faculty believes that a professional student has both an ethical obligation and a duty to advise the faculty of occurrences of cheating so that such students will be barred from occupying positions of trust and responsibility that this training would otherwise allow.

Re-examinations:

Examinations are given once only, with the exception of specifically designated tests, for example, some practical and oral exams. Such exceptions are indicated in individual course syllabi.

Make-up Examinations:

1. A make-up examination for a student with an officially excused absence will be an equivalent examination over the same range of subject material covered by the original examination.
2. Equivalent exams need not be identical in question content or format to the original exam.
3. A student will take the make-up examination when scheduled *at a date and time determined* by the course director.
4. Any student absent from the scheduled make-up exam will receive a zero (0) for the exam score.
5. Make-up examinations are not offered for unexcused absences or lateness.

Examination Ownership and Security:

1. All examinations are the property of the DUPAP
2. All examination materials are to be returned by the student to the proctors at the conclusion of the examination.

3. Removal, copying, or other forms of reproduction (i.e. one or more students reproducing examination questions after the examination is completed) of an examination and related materials for any reason constitute cheating and theft and warrant disciplinary action against the offender.
4. Other students receiving, viewing, or duplicating such stolen examination materials will be treated as accomplices, and are also subject to disciplinary action.

Examination Reviews:

1. Test reviews for the class will be conducted when practical. All books, bags and other personal property are to be placed in the front of the room prior to the examination review.
2. During review sessions, copying or other forms of reproduction of examination-related materials for any reason constitute cheating and theft and warrant disciplinary action against the offender.
3. Any other student receiving, viewing, or duplicating such stolen examination materials will be treated as accomplices, and are also subject to disciplinary action.
4. A student failing exams/quizzes is required to schedule individual meetings with the course director and the student's faculty advisor.
5. A student desiring an individualized review should direct that request directly to the course director. Students with passing examination scores are typically not offered individual review sessions.
6. Comprehensive examinations (DCE and Summative exams) are not reviewed either in groups or on an individual basis.

Challenging Question Answers:

1. A student desiring to challenge answers to specific questions must:
 - a. Provide two (2) reference sources (i.e., major medical texts) acceptable to the course director in support of the challenge.
 - b. The student's supporting references must be presented to the course director within five (5) working days after the examination administration.
2. When possible, the student will be notified of the course director's decision within three (3) working days of the receipt of the student's supporting references.
3. It is the course director's purview either to accept or disallow any additional answer(s). The course director's decisions are final.

Examination Preservation:

1. Examinations are kept for one (1) year after the end of the academic term and then destroyed.

ACADEMIC PERFORMANCE AND PROGRESS**Maintenance of Matriculation:**

1. Once matriculated, a student is required to register each academic quarter in order to be a degree candidate, unless the student has requested and received a formal leave-of-absence under University policy.

2. An informal leave-of-absence arrangement is not acceptable and will not be granted nor honored retroactively.
3. Any matriculated student, not on an official leave-of-absence who does not register for an academic quarter will be subject to termination of student status and may be administratively withdrawn and dismissed from the University.
4. Reinstatement to matriculated status for a student who is administratively withdrawn will require a petition to and action by, the Director of the PA Program.
 - a. The petitioning student will be treated as a new applicant requesting admission.
 - b. The petitioning student will be required to file a new application and pay another application fee.

Part-time Matriculation:

The part-time curriculum option is intended for a student who, for personal or financial reasons, chooses to fulfill the didactic requirements of the Program according to the published part-time schedule. A student who wishes to take advantage of the part-time option must do so at the time of matriculation. ***The part-time option is not available for a student who experiences academic or personal circumstances resulting in interruption of normal progress. There are no exceptions to this policy.***

Normal Program Progress:

A student will normally complete the program within nine (9) consecutive quarters if attending full time or thirteen (13) consecutive quarters as a part time student.

1. The student will have a maximum of five (5) academic years, including any leave(s)-of-absence, from the time of enrollment to complete the program.
2. Any student unable to complete the program within the five-year limit will not be retained in the program.
3. The student is to maintain normal progress as follows:
 - a. Each didactic and clinical-phase course must be passed with at least the minimally acceptable grade, as well as satisfactorily completing all of the required graded and non-graded course components.
 - b. Maintain the required minimum term and cumulative GPA of 3.0.
 - c. Each student, as a candidate for an academic degree, must complete the distributional requisites within the academic disciplines prescribed by the College of Nursing and Health Professions for that academic degree.
 - d. A student may not progress to the next curricular training phase (didactic, clinical rotations, and clinical practica) until all temporary grades are converted to permanent, final, course letter grades.
 - e. A student may not undertake the clinical rotation phase of the curriculum until all didactic courses have been successfully completed.
 - f. Each student must pass the Didactic Comprehensive Examination prior to entering the clinical phase of the program. The examination will be administered during the summer quarter. This multiple choice examination evaluates key knowledge from all didactic courses. The student must receive a grade of 71.5% to successfully pass the exam. Should a student earn below the passing grade, the student will be provided with feedback regarding areas of strength and weakness and will be permitted to retake a comparable exam prior to the start of rotations. Should a student fail the second administration, the student will be required to

enroll in the Competency for Clinical Training Course, remediate his/her deficiencies and retake a comparable examination at the end of the five week course. If the student passes the exam, the student will continue in the clinical year on a delayed schedule. If the student fails the third administration of the exam, the student will be dismissed from the program.

- g. Each student must successfully complete all six of the clinical rotations before proceeding to the clinical practicum phase courses.
- h. Satisfactory completion of all clinical practicum phase courses, including all graded and non-graded components, is necessary before a student can be certified as completing PA training.
- i. Each student must satisfactorily complete the graduation requirements established by the Drexel University PA Program before the faculty will certify that student for completion of training. (See the section “Graduation Requirements” elsewhere in this handbook).

Lack of Normal Progress:

Failure to maintain normal progress in the Program curriculum may result in:

1. Graduation delays due to repetition of courses, rotations, clinical practica, leaves-of-absence, or scheduling conflicts resulting in other than normal academic progress,
2. Assessment of additional tuition charges in accordance with the policies of Drexel University and the College of Nursing and Health Professions,
3. Leave(s)-of-absence,
4. Dismissal from the program.

Interruption of Normal Progress:

1. Due to change in personal status
 - a. The Program recognizes that there may be circumstances other than academic that require a full-time student to alter his or her course of study.
 - b. A student, in good academic standing, who experiences an interruption in the full-time plan of study, may have the option to request a Leave of Absence.
 - i. The program, at its discretion, may accommodate such a student’s change of status in the didactic portion of the curriculum.
 - ii. If a LOA is approved, the student will return to the program as a full-time student at the end of the LOA.
 - iii. Per program policy, the returning student must demonstrate current competency in selected coursework that may include courses taken prior to the LOA.
2. Due to academic failure (earning a grade of less than “B”), the student will experience one of three options:
 - a. Dismissal by the Program
 - b. Voluntary resignation from the program
 - c. Request a LOA, successfully (with a grade of “B” or higher) repeat the course when it is offered again, and continue as a full-time student in the subsequent academic quarter (after completing the failed course)

Per Program policy, the returning student must demonstrate current competency in selected coursework that may include courses taken prior to the LOA. A student who experiences academic (course) failure must participate in the following, including, but not limited to:

- a. Diagnostic, student-related skills testing and counseling.
 - b. Individual tutoring at the student's expense. The University has a tutoring service available to all students.
 - c. Financial, academic, personal, or psychological counseling: The student's faculty advisor will make available sources of such counseling to the student.
 - d. Coordination of counseling or academic assistance by the student's faculty advisor will be arranged.
 - e. A student permitted to alter academic status will meet regularly with his or her advisor.
 - f. Additional meetings may be held with the DUPAP Director or Associate Director
3. A student whose normal progress is altered for any reason will be required to demonstrate current competency as noted above.
 4. Following the didactic portion of the curriculum, all students will proceed as full-time students. The clinical curriculum is a full-time experience, and must be viewed by all students in that context.

The Student Progress Review Committee (SPRC)

The SPRC consists of appointed program faculty members charged with the regular, periodic, systematic review of student academic, clinical, and professional performance and behavior in order to make appropriate recommendations relevant for the resolution of any identified student issues to the Director.

1. The SPRC will perform a review of each student at the end of each academic term, or at other times as necessary, to identify patterns that may be potentially harmful to the student's professional development or academic progress.
2. The SPRC will document student difficulties from review of course grades, communication from faculty or staff, and reports from other pertinent sources. Some typical difficulties may include:
 - a. Academic failures
 - b. Attendance and punctuality issues
 - c. Academic dishonesty issues (i.e. cheating, plagiarism, etc.)
 - d. Inappropriate interpersonal actions with faculty, staff, fellow students, or others
 - e. Student unresponsiveness to faculty requests to meet for the purpose of clarifying and resolving areas of concern.
 - f. Violations of laws or DUPAP, CNHP, or University policies and regulations
3. The SPRC will evaluate identified student situations, and, in accordance with the established policies of the DUPAP, CNHP, and Drexel University and the availability of University-based support services, generate recommendations to the Director appropriate

to the resolution of the student's situation. Although recommendations are specifically constructed for each student's situation, some examples include:

- a. Dismissal
- b. Leave of Absence (Refer to the Interruption of Normal Progress section elsewhere in this handbook)
- c. Suspension
- d. Probation
- e. Warnings
- f. Mandatory *or* voluntary utilization of support services (i.e. tutoring, counseling, study-skills evaluation, etc.)
- g. Referral to the office of Assistant Dean for Diversity and Student Affairs violations of student code of conduct or other University-wide policies.

Academic Standing, Probation, and Dismissal Policies:

Student academic standing is determined on a term basis at the close of each term, to be effective the first day of the subsequent term of study.

There are three (3) distinct, University-assigned classifications of academic standing reflected on the academic record or transcript:

1. **Good Standing:** Good standing status is assigned to the term record of any student with a term and cumulative grade point average (GPA) above the standard of 3.00 at the close of the term.
2. **Academic Probation:** The student is placed on academic probation as official warning that he or she is failing to achieve the required academic achievement required for the chosen course of studies.
 - a. Failure to maintain the 3.0/departamental minimum cumulative GPA will result in placement on academic probation.
 - b. Any student on academic probation must not only:
 - i. Achieve a 3.0/departamental minimum cumulative average within **two (2)** successive terms following the term in which the deficiency occurred, but must also
 - ii. Maintain at least a 3.0/departamental minimum term average in any term in which he or she is on probation.
 - c. Students may also be required to complete a plan for Satisfactory Academic Progress as required by the Office of Financial Aid and the Graduate College.

Any student on academic probation must make an appointment with the student's faculty advisor to discuss the jeopardy status and devise a plan to restore the student to good standing.

3. **Dismissal:** Failure to meet either of the requirements (2.b.i and ii) above will subject the student to dismissal at the discretion of the Associate Vice-Provost of Graduate Studies.

Removal from probationary status requires that the student again achieve a cumulative GPA of 3.00 or higher.

Program General Probation is intended as a proving period during which a student's continuance in the Program is under review. During this period:

1. The student must give evidence of significant progress toward satisfaction of the graduation requirements
2. Must meet all other academic, clinical, or professional performance requirements in which the student is deficient as specified in University, College and DUPAP policies.
3. The faculty may make exceptions to these general rules, if warranted, for illness or other
 - a. special circumstances.
4. A student on Program General Probation should understand that his or her continuing registration for subsequent academic terms is subject to review and approval by the DUPAP Director.

Recommendations for Program General Probation may be instituted for any of the following:

- a. Failure to achieve the minimum passing grades
- b. Failure to maintain normal academic progress
- c. Accumulation of two or more course failures in the didactic and clinical phase of training.
- d. Failure to successfully complete at least eight (8) quarter credit hours over a period of two consecutive quarters (unless the student is on an official leave-of-absence).
- e. Documented occurrences of unprofessional or behavioral performance issues over the duration of the didactic and clinical curriculum.

Dismissal of a student from the DUPAP may be recommended if the student

1. Is dismissed *de facto* from the DUPAP when dismissed by action of the University for any reason including, but not limited to:
 - a. Dropped for poor scholarship by action of the University (refer to the "Academic Probation" section elsewhere in this handbook).
 - b. Failing to meet financial or other obligations necessary to remain a student at Drexel University.
 - c. Disciplinary separation for violations of the Student Code of Conduct or other University policies
 - d. Violation of public law
2. Receives two or more course failures over the duration of didactic and/or clinical training
3. Fails the same professional course twice
4. Fails to meet the criteria for professional behavior.
5. Fails to meet the terms and conditions of the DUPAP as specified in this Handbook
6. Engages in serious professional misconduct (i.e. cheating on exams, sexual harassment, endangerment the life of a patient, forgery, etc.).
7. Is placed on Program General Probation three (3) times during the course of enrollment in the DUPAP.

The DUPAP Director will make final decisions concerning the student's continuation in the program or dismissal from the College of Nursing and Health Professions based upon the stated policies of the DUPAP, the University, and after consideration of the student's input when warranted.

Program Intervention:

(Refer also to the “Student Progress Review Committee” section elsewhere in this handbook). Upon identifying a difficulty with a student’s performance, the DUPAP Director may offer appropriate intervention to assist the student in alleviating the difficulty. Program intervention and subsequent evaluation may be instituted early in the first academic term, but may occur at any time and as frequently as necessary to assist the student in fulfilling the student’s potential to succeed.

1. A student must be an active participant in evaluating his or her unsatisfactory performance.
2. The student will provide to his or her faculty advisor a written, personal assessment of:
 - a. The cause(s) for any substandard or problematic performance
 - b. A specific, personalized plan for effectively resolving those conditions that have precluded satisfactory performance.
3. The faculty advisor will serve as the student’s conduit in presenting the information to the SPRC and Director.
4. After due consideration of the student’s assessment, corrective plans, and all other available relevant information, the SPRC will formulate individualized recommendations intended to aid the student in attaining his or her potential for successfully completing the program and academic degree, if feasible.

The actions of the DUPAP Director are based upon one or more of the following potential interventions:

1. If indicated, recommend the dismissal of the student from the College of Nursing and Health Professions.
2. Leave-of-absence.
3. Continuation in the graduate degree program under a specifically constructed performance contract which may include:
 - a. Testing; evaluation; and, when appropriate, intervention or treatment for the student in those areas relating to the source(s) of the student’s difficulty (e.g. health, learning abilities, etc.) and required elements of the plan of assistance.
 - b. Such testing or intervention will utilize available university-based resources such as student health services, the Student Counseling Center, etc. when feasible.
 - c. A student permitted to continue will be closely monitored with further intervention being undertaken as needed.

Leave-of-Absence:

A student:

1. May be granted a leave-of-absence at the discretion of the DUPAP Director.
2. Will be subject to the University, College of Nursing and Health Professions, and DUPAP policies, procedures, and curriculum in effect at the time of returning from the leave-of-absence.
3. Will be assessed fees at the then current tuition rates at the time of returning to active student status.
4. The student returning from leave-of-absence is subject to changes in the graduation requirements in accordance with the official policies of the DUPAP and the College of Nursing and Health Professions in effect at the time of return.
5. Returning from a Leave-of-Absence
 - a. At least thirty days before the conclusion of a leave-of-absence, the student must

submit a written request to the program director, with a copy to the Office of the University Registrar, either:

- 1) Stating the student's desire to renew the leave for another period (maximum of one year) or
 - 2) The intent to be reinstated.
 - b. If reinstatement is requested:
 - 1) The program will inform the University Registrar in writing whether it supports or does not support the student's return based upon whether or not the student has met the program's conditions for reinstatement.
 - 2) All outstanding student financial or administrative obligations or liabilities to the University and other conditions of reinstatement must be completed. (The conditions of reinstatement are delineated at the beginning of the leave-of-absence by the DUPAP.
 - c. If approved, reinstatement will be effective on the first day of the following term, during which time the student must be registered.
 - d. Non-compliance with the stipulations of the leave-of-absence may result in rescission of the leave-of-absence and dismissal from the PA Program.
 - e. A student returning from leave-of-absence must demonstrate current competency (Refer to the section "Current Competency Policy" later in this section).
6. A student who neither applies for reinstatement nor requests renewal of the leave-of-absence after a period of one year will be dismissed from the DUPAP and College.

Current Competency:

1. Didactic Phase:

- a. Any student experiencing an interruption of his or her studies before beginning the clinical training phase of the curriculum is required to demonstrate current competency in the content and skills of the Clinical Assessment, Clinical Medicine, Clinical Skills, and Topics in Clinical Practice courses prior to beginning the clinical portion of the curriculum.
- b. Students will be registered, as appropriate, for the designated competency courses as the mechanism to demonstrate continued mastery of those vitally important knowledge and skills sets.
 - i. Competency for Clinical Assessment for the Clinical Assessment Course.
 - ii. Competency for Clinical Training for Clinical Medicine, Clinical Skills, and Topics in Clinical Medicine or interruption in the clinical phase.
- c. Criteria for demonstrating current competency are available from the respective course directors.
- d. Competency examinations will be administered two times only. Failure of an examination on the second administration will result in failure of the course and may result in dismissal from the program.
- e. During his/her entire matriculation in the DUPAP, a student may enroll in only a single remedial or competency course if due to unsatisfactory academic performance.

2. Clinical Rotation Phase: Demonstration of current competency and registration in the Competency for Clinical Training course will be required before resuming clinical rotation training if:

- a. A student fails two clinical rotations
 - b. A student experiences a ten-week or greater interruption during the clinical rotation phase
3. Clinical Practicum Phase: Demonstration of current competency before resuming practicum-phase training may be required if a student:
- a. Fails a clinical practicum course
 - b. Has a ten-week or greater interruption during the clinical practicum phase
 - c. The Program Director will determine specific criteria for current competency during the clinical rotation phase in consultation with the clinical year administrative team.

CLINICAL TRAINING SITE POLICIES

Student Obligations and Responsibilities:

Students will be assigned to established clinical training sites provided by the DUPAP for rotations and clinical practica.

1. These sites have been developed to provide the student with the caliber of care experiences necessary for the completion of education as mid-level health care providers.
2. Every attempt will be made to ensure that at least one clinical rotation site will be in an area providing health care services to underserved populations.
3. Students required to relocate for training must bear the financial costs associated with transportation and living expenses while at distant sites. Those costs are not part of the student's tuition.
4. The PA Program requires that every student must be certified by a licensed health care provider to be free of known health conditions that might present health risks to patients, health care providers, and other employees at assigned clinical training sites. Therefore, each student must provide documentation from the student's health care provider of a health evaluation in advance of the beginning of the clinical phase of training. Please refer to the Drexel Compliance website, <http://www.drexel.edu/cnhp/about/compliance/>
5. Every student is required to maintain personal health-coverage insurance, through either the University-sponsored, student health insurance program or by an acceptable private insurer throughout the entire clinical training phase.
6. Each student is required to complete HIPAA training/orientation PRIOR to any interaction with patients.
7. Students are required to complete training with certification for Safety and Health (OSHA).
8. Students are required to maintain current, valid CPR certification during both the didactic and clinical phases of the Program.
9. The student may not act as administrative or clinical substitutes for paid employees while at clinical sites.
10. Approved clinical sites frequently require information about those students who will participate in training at their facilities for the protection of their patients and personnel.

In order to be compliant for assignment to a clinical site, students must have the required clinical compliance requirements submitted by the published due date, otherwise the student will be considered non-compliant and will not be permitted to progress to the clinical year. Please refer to the Drexel Compliance website at <http://www.drexel.edu/cnhp/about/compliance/>

11. Clinical sites have the right to decline acceptance for training of students who do not comply with the provision of such information required by individual clinical training sites. If a student cannot meet all of a clinical site's requirements, the Program will attempt to identify an alternative placement; however, if alternative sites that will accept the student cannot be found, the student's completion of the program may be delayed or made impossible. In the event of a positive criminal background report, or a change from the last documented child abuse, FBI fingerprint or state criminal background check, the student must meet with the PA Program Director or the Director of Clinical Education to evaluate their progression in the program. Failure to do so will result in disciplinary action up to and including immediate dismissal from the program without the opportunity to appeal. In addition, individuals convicted of a felony or misdemeanor may be denied licensure as a health professional.

Student Identified Clinical Sites:

Although a student is not required to provide personal clinical training sites, occasionally, the student expresses interest in training sites that have not previously been utilized by the DUPAP.

1. The Program will entertain the student's interest in new clinical sites, but assumes no obligation to utilize student-identified sites.
2. The student should appreciate the complexity of evaluating a site for ensuring a quality health care training experience.
3. **For Clinical Rotation Sites:**
 - a. Students in good academic standing generally may be given the opportunity to develop a maximum of two (2) new rotation sites
 - b. The proposed rotation sites must meet the program's guidelines that will be reviewed with students during the clinical rotations orientation.
 - c. The required rotation site development forms (available from the Director of Clinical Rotations) must be completed by the student and submitted to the Director of Clinical Rotations by the end of November prior to the students beginning clinical rotations.
 - d. The Clinical Coordinators and the Director of Clinical Rotations will evaluate sites submitted for consideration, and students will be notified of the final decision during the spring semester whenever feasible.
 - e. Based upon a student's academic performance and professional development, the Clinical Coordinators, Director of Clinical Education, and Program Director retain the right to reassign students to other clinical rotation sites.
4. **For Primary Care Practicum Sites:** Any student wishing to propose a clinical practicum site not previously utilized by the Program should discuss that proposal with the Director of Clinical Education as addressed during Primary Care Practicum orientation.
 - a. Each student will have at least one primary care practicum in an area providing health care services to underserved populations.
 - b. Ideally, each student will be placed in one urban and one rural practicum site.

- c. Assignments are made based on established program primary care practicum sites.
- d. No site can be guaranteed to any student.

CLINICAL/PRACTICUM COMPLIANCE GUIDELINES

In order to be compliant for clinical/practicum, students must complete the clinical/practicum compliance process by the required due date. If this is not met, the student will be considered non-compliant for clinical/practicum and will not be permitted to progress through the program. Please refer to Drexel Compliance website at <http://www.drexel.edu/cnhp/about/compliance/> for all specific information. If you have any questions, please email cnhpcpliance@drexel.edu.

All students must meet the compliance requirements to be fully compliant for clinical/practicum rotations. It is the student's responsibility to update all requirements as necessary. If a student's compliance requirement(s) expire during the term in which they are in clinical/practicum, students will be required to complete and submit the requirement(s) at least 24 hours prior to their clinical day.

Requirements are subject to change as requested by our clinical affiliations.

Students are required to have current comprehensive medical insurance and carry the card with them to each clinical/practicum experience.

BACKGROUND CLEARANCES/SCREENINGS

These screenings are completed yearly:

1. Child Abuse Clearance Check
2. Criminal Background Check
3. FBI Fingerprint Result

In the event of a positive background report, or a change from the last documented child abuse, FBI fingerprint, or state criminal check, the student must contact and meet with the Vice Dean of Strategic Operations and Academic Services to evaluate the impact on attending a clinical/practicum area and their progression in the program. Failure to do so will result in disciplinary action up to and including immediate dismissal from the program without the opportunity to appeal. Students with a positive background report that contains charges that can be expunged should begin the process of expunging their positive record as soon as possible. The University cannot guarantee clinical/practicum placement to any student with a positive background screening result.

IMMUNIZATIONS/HEALTH REQUIREMENTS

Drexel University requires all entering students to complete a number of immunizations and a health assessment before matriculation. Forms and additional information can be found at <http://www.drexel.edu/cnhp/about/compliance/complianceForms/>.

SUBSTANCE ABUSE GUIDELINES

1. All students must comply with Drexel University policies on alcohol and illicit drug use. These policies can be found in the Student Handbook online at: http://drexel.edu/studentlife/community_standards/overview/

2. All students in any of Drexel University College of Nursing and Health Professions programs that include a clinical/practicum health care component in its curriculum are required to have a standardized drug screen prior to entering the clinical/practicum environment.
3. Students may be randomly tested with or without cause for alcohol and/or drugs while a student is in the Program. A positive drug screen of an illegal substance (illegal or controlled substance without a prescription) or intoxication from alcohol will result in dismissal from the student's program of study.
4. Please see the CNHP Substance Abuse Guidelines at http://drexel.edu/cnhp/about/compliance/programsSpecic/substance-abuse_guidlines/

CPR CERTIFICATION

Students must have current CPR for infant, child and adult throughout the curriculum. Acceptable CPR certifications include one of the following:

1. Basic Life Support (BLS) Healthcare Professional certification through the American Heart Association; or
2. CPR for the Healthcare Providers through the American Red Cross.

Students are not permitted to attend clinical/practicum experiences without proof of current CPR certification on file. Some programs require additional levels of certification – see Program Specific Requirements on the CNHP Compliance website:

<http://www.drexel.edu/cnhp/about/compliance/complianceForms/>.

ADDITIONAL REQUIREMENTS

Clinical/practicum sites may have additional requirements that will need to be completed. Please consult with the clinical/practicum faculty member or preceptor for any other requirements.

CLINICAL/PRACTICUM EXPOSURE GUIDELINES

These guidelines are to be followed when a student has been exposed to an occupational hazard in the clinical/practicum setting.

1. A significant exposure is defined as:
 - a. A needle stick or cut caused by a needle or sharp that was actually or potentially contaminated with blood or body fluids;
 - b. A mucous membrane (i.e., splash to the eye or mouth) exposure to blood or body fluids; or
 - c. A cutaneous exposure involving large amounts of blood or prolonged contact with blood - especially when the exposed skin was chapped abraded or affected with dermatitis.
2. Once the student incurs an exposure:
 - a. The student should immediately notify the site supervisor and his/her Clinical/Practicum Faculty or preceptor of the incident.
 - b. The student and instructor should follow the healthcare agency's "Blood borne Pathogen Exposure Control Guidelines" (this includes washing the area of exposure, informing patient, obtaining consents for blood draw of the source patient, etc.).
 - c. Report immediately to the facility's Occupational Health Department, if opened, or Emergency Department, if not, for evaluation of exposure. The goal is to have prompt evaluation in the event that you are started on HIV post-exposure prophylaxis.
 - d. The student must present his/her health insurance card for applicable billing charges.

- e. All follow-up care should occur with the student's primary care provider (PCP). It is recommended that the student request a copy of the initial treatment plan and source point results to share with the student's primary care provider (PCP).
3. An incident report must be completed and submitted per clinical/practicum site guidelines. The Clinical/Practicum Instructor or Track Coordinator will submit a copy of the incident report to the Vice Dean of Strategic Operations and Academic Services.

CLINICAL/PRACTICUM COMMUNICABLE DISEASE GUIDELINES

1. Faculty and students must provide services with respect for human dignity and the uniqueness of the client unrestricted by considerations of social or economic status, personal attributes or the nature of health problems.
2. Students with a communicable disease may not pose a health risk to other students in an academic setting; however, the CDC guidelines must be followed in the clinical/practicum setting. Students and faculty must follow the rules of confidentiality related to communicable diseases.
3. *NOTE:* Due to possible exposure to infectious diseases in the clinical/practicum areas, it is important for the student to notify the course chair of any chronic illnesses or if health status has changed recently (i.e. pregnancy) that may require further consideration when making clinical/practicum assignments.
4. If an accidental exposure occurs, faculty and students should follow the Clinical/Practicum Exposure guidelines.
5. An incident report should be completed and submitted per clinical/practicum site guidelines. The student and clinical/practicum instructor should submit documentation of the injury or illness to the course chair.

MEDICAL CLEARANCE TO ATTEND CLINICAL/PRACTICUM

1. Students who are ill, hospitalized, or incapacitated in any way that affects their ability to safely and satisfactorily perform their duties in a clinical/practicum setting must provide official medical clearance which states their ability to return to clinical/practicum without restrictions. A hard copy of the medical clearance must be submitted to the Program Chair.
2. Any student seeking accommodations for a documented disability must contact the Office of Equality and Disability Resources (OED at <http://drexel.edu/oed/disabilityResources/overview>, 101 N. 33 St., 3rd Floor, Philadelphia, PA 19104. 215-895-1401 (V) **215.895.2299** (TTY), disability@drexel.edu).
3. Students taking prescribed medications should be aware of the effects of these medications on alertness, judgment, and the ability to meet all technical standards. Students should not attend clinical/practicum if there is impairment of ability to safely provide care to assigned patients. This medical clearance needs to be made prior to returning to the clinical/practicum site.

PREGNANCY:

Exposure to certain pathogens, toxic chemicals, drugs, radiation and physical activity during clinical/practicum rotations may endanger a pregnant student or her baby's health.

If a student is pregnant, or becomes pregnant anytime during the program, she must notify the Program Chair, the clinical/practicum instructor and course coordinator. Patient assignments may be adjusted during the clinical/practicum rotation in an effort to minimize risks to the pregnant student and her baby. A student that is pregnant or becomes pregnant during the Program is advised to consult with her health care provider about any precautions or limitations that are appropriate to take. Neither Drexel University nor its affiliating clinical agencies assume responsibility for any harm that might occur to a fetus or a pregnant student.

The pregnant student must meet all student curriculum requirements and responsibilities. Any applicable policies at the clinical/practicum site must also be followed. The student should immediately notify her clinical/practicum instructor or preceptor if the student at any time believes she is unable to perform the clinical/practicum responsibilities in which case the pregnant student may apply for a leave of absence from the program.

GRADUATION REQUIREMENTS

It is well established that the whole is often more than the sum of the parts. Similarly, PA education is more than the sum of individual course grades. The faculty will measure the readiness of each senior student for graduation through cross-disciplinary mechanisms designed to evaluate knowledge base, clinical skills, and the ability to apply them in clinically relevant simulations.

1. This readiness will be assessed, in part, by the administration of graduation requirement examinations that include:
 - a. **The Summative Examination:** a “board-style” evaluation of the student’s knowledge base which is offered as a computer based examination in most circumstances.
 - b. **OSCE (Objective Standardized Clinical Examinations):** performance examinations that evaluate history taking, physical examination clinical reasoning skills and professionalism, and the student’s ability to effectively apply those skills in a clinical setting.
 - c. A student will be allowed a maximum of two administrations for each of the two graduation requirements.
 - d. Failure to demonstrate satisfactory achievement of either or both requirements is taken as evidence of significant deficiencies in the student’s ability to function competently and safely as a graduate PA practitioner.
 - e. Having failed either or both of the graduation requirement evaluations twice, a student will not be retested until he or she has successfully completed the basic skills enhancement course, the Summative Remediation Course.
 - i. This course is a one-credit course focusing on the specific skills deficiencies exhibited by the student.
 - ii. Fees for the course will be assessed in accordance with the then current tuition rates.
 - f. In the event that a student again fails one or both of the graduation requirements after having completed the Summative Remediation Course, the student will be dismissed from the Program.
2. Each student must pass all clinical and didactic courses in the curriculum to be eligible for graduation.
3. Degree candidates must also:
 - a. Satisfy all the degree distributional requisites
 - b. Have a minimum cumulative grade point average (GPA) of 3.0
 - c. Make official application for graduation by submitting the appropriate application for graduation to the College of Nursing and Health Professions

Issuance of Diplomas and Certificates of Completion:

Diplomas and certificates of completion:

1. Cannot be issued until all of the student’s final course grades are assigned and

2. All financial and administrative obligations to the university have been completed.
3. The diploma, attesting to the student's earned academic degree, is issued by the University only at the end of the academic quarter in which the student completes the degree requirements.
4. The Certificate of Completion (of training as a PA), attesting to the student's successful preparation to enter the PA profession, is issued by the Program at the conclusion of the student's professional training.

APPEAL AND GRIEVANCE RESOLUTION PROCESSES

Student Grievance/Appeal Policies

The University/College is to *fulfill its promise to students* to provide high quality academic, useful, and ethically-based *professional preparation* in a specific field of study/practice. Furthermore, the University/College aims to support students in having a "good experience" at Drexel University.

It is important that the University/College have in place a *Student Complaint/Grievance/Appeal Process*. Fundamental and important precepts include:

- Students have an avenue for communicating a concern.
- Students receive due process for any transgression.
- Students receive fair treatment, without bias, in any review.
- Student issues are reviewed with care and in a timely manner.
- Students receive communication explaining the rationale for decisions made by faculty and administration regarding an issue.
- Faculty and Administration are open to suggestions for quality improvement of any policy, procedure, or practice.

The initial approach that the University/College takes toward student complaints/grievances is that before a student seeks recourse, he/she should first exhaust the immediate means of resolution between the parties involved. Typically this occurs between faculty and student.

The Office of the Dean in the College of Nursing and Health Professions has a well-developed protocol to handle any student complaint/grievance/appeal. This process is facilitated by the Assistant Dean for Diversity, Equality and Inclusion. These steps are consistent with the University's overall Complaint Resolution, Student Procedures which are explained in the current University Student Handbook at:

http://www.drexel.edu/studentlife/community_standards/studentHandbook/.

- Undergraduate: http://www.drexel.edu/provost/policies/academic_standing.asp
- Graduate: <https://drexel.edu/provost/policies/overview/>

Please note that students must have a current FERPA Waiver completed and on file (accessible via DrexelOne) if parents, guardians or others are involved in the process. Additionally, please note that the policy of the College supersedes that of the University in the event that the College's policy is more stringent.

Final Grade Appeal Policy

An appeal by a student about an assessment made of his/her academic performance by a faculty member or clinical supervisor is a formal and serious matter. Assessment of the quality of a student's work rests with the faculty member assigned to the course and he/she has the responsibility to assess the learner activity and assign a grade in a fair and reasonable manner. For this reason, students who challenge a grade on an assessment or final grade need to first formally make this appeal to the faculty member assigned to the course. The appeal should be made in writing and should clearly state the basis on which the student is appealing the faculty assessment and the student should present the evidence to support the appeal.

Allowable Bases for Grade Appeals

Grades on individual assignment assessments and final course grades are only appealable if

- there was an arithmetic error made in calculating the grade on an individual assessment or the final grade;
- the student can prove that the assessment or final grade was given in an arbitrary or capricious manner (i.e., the grade was based on factors other than the student's performance on the learning assessment activities in the course); or
- the student can prove that the faculty member failed to invoke the use of a predetermined and communicated rubric/scoring system or failed to communicate expectations for the assignment.

Students may not appeal grades based on their belief that a faculty member judged a work improperly. The faculty member is in the best position to judge the quality of a student's work when entrusted to teach the course as a subject matter expert. In addition, a grade appeal cannot be viewed as a request to lower the passing standard in a course. The only allowable bases for grade appeals are those presented above.

The organizational steps and timelines of an appeal generally of an *academic nature* in the College of Nursing and Health Professions are as follows:

- Step 1. Student works to resolve issue with faculty member (if the issue involves a faculty member) *If this issue requires the impartial assistance of the Office of the Ombudsman, more information can be found at <http://www.drexel.edu/ombuds/>.**
- a. Step 1 should take no longer than **five (5) calendar days**.
 - b. Every effort should be made to resolve an issue directly with the individual faculty member, especially as it relates to assessment of course work and clinical evaluations. When this is not possible and/or did not resolve the issue, individuals may file a complaint, in writing, to the academic department chair.
 - c. If the issue does not involve a faculty member, the student may move to Step 2 of the process.
- Step 2. Academic department chair works to resolve issue with student**
- a. Step 2 should take no longer than **five (5) calendar days**.
 - b. Students are encouraged to first discuss the complaint/grievance/appeal with the department chair before filing a formal and written complaint/grievance/appeal.

- c. If the student is not satisfied with a resolution or decision, a formal and written complaint/grievance/appeal may be made. This include three important items:
 - i. The exact nature of the complaint/grievance/appeal
 - ii. Supporting information that a problem exists
 - iii. Suggested remediation or resolution to the issue
- d. If the issue is not resolved, the student may move to Step 3 of the process.
- e. Please work with the Associate Dean for Health Professions regarding next steps and guidance.

Step 3.

Any appeal of the Department Chair's actions is presented to the Associate Dean of the College and, if necessary, to the Dean of the College.

- a. The Associate Dean for Health Professions is available to assist and guide students regarding next steps.
- b. This appeal must be filed with the Associate Dean's office within **five (5) calendar days** of the department chair's communication about the ruling of the issue. This formal communication from the student should include:
 - i. The exact nature of the complaint/grievance/appeal
 - ii. Supporting information that a problem exists or wrong decision has been made
 - iii. Suggested remediation or resolution to the issue
- c. The Associate Dean of the College will review the formal complaint/grievance/appeal. The Associate Dean will formally respond to the student in writing within five (5) calendar days.
- d. If the student is not satisfied with the resolution or decision of the Associate Dean, a formal and written complaint/grievance/appeal may be filed with the Dean of the College within five (5) calendar days of the Associate Dean's communication about the ruling of the issue. This formal communication from the student should include:
 - i. The exact nature of the complaint/grievance/appeal
 - ii. Supporting information that a problem exists or wrong decision has been made
 - iii. Suggested remediation or resolution to the issue
- e. The Dean of the College will review the formal complaint/grievance/appeal. The Dean will formally respond to the student in writing **within five (5) calendar days** of the appeal. This decision shall be the final recourse available within the College.
- f. Once the Dean's decision or advice has been rendered, the student **has five (5) calendar days** to make a formal appeal of the Dean's decision to the Provost of the University. **(Grade grievances decided by the Dean are final and are not appealable to the Provost.)**
- g. The formal appeal to the Provost must be made in writing and include:
 - i. The exact nature of the appeal
 - ii. Supporting information that a wrong decision has been made by the Dean
 - iii. Suggested remediation or resolution to the issue
- h. The Associate Dean for Health Professions in the College will send the student a formal letter outlining how to prepare and send an appeal

to the Provost's Office once officially notified by the student that an appeal will take place.

Step 4. Review of Appeal by the Provost

- a. The Provost of the University or designee will receive the formal appeal sent by the student.
- b. Depending on the nature of the issue, the student will hear back from a representative of the Office of the Provost **within a week.**
- c. Decision timeline from the Office of the Provost is available.
- d. Decision made by the Provost is final.

Appeals of Non-Academically-Based Issues/Grievances

Drexel University encourages open student-faculty communication and discussion in order to avoid problems between student and faculty. However, when an academic dispute (such as one arising from the mentoring relationship between the supervising professor and the student or program termination) does occur, it is recommended that the aggrieved party seeks the counsel of the Program Graduate Advisor and, if need be, the Program Head and College Dean (if appropriate) to have them try to effect a resolution. Failing that any student may seek help or advice informally by contacting the Associate Vice Provost for Graduate Affairs. If no official complaint is filed, no record will be kept.

If the grievance cannot be resolved informally, any involved party can ask to take it to a Hearing Board. This must be done in writing in a timely manner to the Associate Vice Provost for Graduate Studies.

Non-academic grievances are within the purview of the Office of the Dean of Students, the Office of Human Resources or other appropriate administrative office.

<http://www.drexel.edu/provost/policies/overview/>

Non-academically-based issues (i.e., violations of the Student Code of Conduct, policies, law, etc.) are adjudicated by the Office of Student Conduct and Community Affairs. The website is http://drexel.edu/studentlife/community_standards/overview/

Sexual Harassment Policy:

Drexel University is committed to providing a working and learning environment free from sexual harassment and it is the policy of the University that sexual harassment in any form is unacceptable behavior and will not be tolerated.

Management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent sexual harassment. All members of the University community, faculty, staff and students, are required to promptly report any and all conduct which might be in violation of this policy.

The University will:

- respond to all complaints of sexual harassment pursuant to the published Discrimination and Harassment Complaint Resolution Procedure;
- take action to provide remedies when sexual harassment is discovered;
- impose appropriate sanctions upon individuals who have been found to be in violation of the University's policy; and
- protect the privacy of those involved in sexual harassment complaints, to the extent possible.

The above actions will apply to the extent permitted by law.

Eligibility:

This policy applies equally to male and female faculty, staff and students, to all other persons on the premises subject to University control and to those engaged to further the interests of the University.

Non-retaliation:

Retaliation against an individual who, in good faith, reports, complains about or participates in an investigation of an allegation of discrimination/harassment is prohibited by Drexel University policy and by federal law.

http://www.drexel.edu/provost/policies/sexual_harrassment.asp

Miscellaneous

Student Resources

On-Campus Resources

Students Center for Inclusion and Culture

The Student Center for Inclusion, Culture and Diversity supports Drexel University's commitment to being Welcoming, Inclusive, Respectful, Engaging and Diverse Community. We educate students on issues of social justice and identity. We provide resources that foster awareness. We empower students with knowledge, tools and experience that promote global citizenship. We advocate for our diverse students including but not limited to those who identify as LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) and ALANA (African, Latino/a, Asian, and Native American) students. Here is the link to Student Center for Inclusion & Culture:

http://drexel.edu/studentlife/diversity/inclusion_and_culture/

Diversity Statement

Please pause and remember that some us in your class...
Have a mental health diagnosis
Grew up in the child welfare system
Have chosen to keep our LGBTQ indemnity private
Have relatives who are undocumented
Are transgender or are in transition
Are in recovery
Are survivors of violence
Are living with HIV
Have been homeless
Belong to groups or have identities that are marginalized in society
We are a community of diverse students
Please do not talk about us in class as “the other”
We are a vibrant part of the Drexel University PA Community

In Case of Emergency

Drexel Counseling Center (University City Campus): 215-895-1415
Drexel Counseling Center (Center City Camus): 215-762-7625
After-Hours On-call Counselor: 215-416-3337 (for Drexel student only)
Drexel Public Safety: 215-895-2223
Medical Emergencies: Call Drexel Public Safety at 215-895-2222 or dial 911
Students can call Public Safety at 215-895-2222 to request “medical transport” to the Student Health Center
Here is the link: <http://drexel.edu/healthservices/student-health-center/overview>

The Center for Learning and Academic Success (Center City Campus)

CLAS offers academic support and tutoring – primarily for College of Nursing and Health Professions, School of Public Health and College of Medicine students.
Location: 245 N. 15th St. Suite, 1602, New College Building, Tina Marie Coolidge, MS,
Director, tc475@drexel.edu
Here is the link to the Center for Academic
Success http://drexel.edu/studentlife/student_family_resources/class/

The Drexel Learning Center (University City Campus)

DLC, is an academic center where students can attend study sessions, work with tutors and improve their study skills. The DLC is located in the Greenawalt Student Development Center, lower level Creese Student Center.
Here is the link to the Drexel Learning Center
<http://drexel.edu/provost/aard/resources-programs/dlc/>

Spiritual and Religious Life

The Spiritual and Religious Life Campus Network at Drexel University offers a collaborative, thoughtful and diverse presence throughout the campus community in support of the spiritual and religious identity development of students. The following resources are available to students and create the Spiritual & Religious Life Network on campus: campus ministers, dedicated workshop, meeting and fellowship spaces on the 2nd floor of the James E. Marks Intercultural Center (JEMIC) and spiritual & religious student organizations.

Here is the link to the Drexel University Spiritual and Religious Life:

<http://drexel.edu/diversity/center/spiritualLife/>

Student Health Center

University City Science Center

3401 Market Street, Suite 105B

Entrance 34th Street across from DAC

M-W-F 8:30 am – 5:00 pm and T/TH 10:30 – 7 pm

Here is the link to the Student Health Center:

http://www.drexel.edu/studentaffairs/support_health_services/student_health_center/

Writing Center

The Drexel Writing Center helps all members of the Drexel community think through and develop writing projects. The Writing Center offers in-person and online workshops to help graduate students with a range of writing topics, from how to begin the writing process to how to start thesis or dissertation writing. Here is the link to the Drexel Writing Center:

<http://drexel.edu/engphil/about/DrexelWritingCenter/>

Office of Support and Intervention Services

The Office of Support and Intervention Services supports victims through the difficult process of recovery. The mission is to ensure that the rights of victims are acknowledged, advocated for and respect in all situations while providing necessary support services. For crisis counseling/emergencies to reach an on call counselor after regular business hours please call 215-416-3337. Here is the link to the Office of Support and Intervention Services:

<http://drexel.edu/studentaffairs/>

Office of Disability Resources

The mission of the Office of Disability Resources is to provide equal opportunities and equal access to education, employment, programs, and activities for individuals with disabilities at Drexel University. The Office of Disability Resources is located at 3201 Arch Street, Suite 210, Philadelphia, PA 19104, (phone) 215-895-1401, (TTY) 215-895-2299, (fax) 215-895-1402, email; disability@drexel.edu

Here is the link to the Office of Disability Resources:

<http://www.drexel.edu/oed/disabilityResources/Overview/>

The Math Resources Center

To help students who need assistance in math course. The Math Resources is on the 2nd floor of the Korman Building in room 249.

Here is the link to the Math Resource Center:

<http://drexel.edu/math/resources/undergraduate/mrc/>

E-mail and Electronic Communication:

The DUPAP, the College of Nursing and Health Profession, and Drexel University utilize electronic forms of communication such as e-mail and postings on secure World Wide Web (WWW) sites to officially communicate with the student.

1. The faculty, staff, and administration communicate individual or group messages electronically concerning schedule changes, forms, lecture materials, reminders, University and College announcements, etc.
2. The DUPAP and other official university sources will direct its e-mail communications to the student's official Drexel University e-mail accounts ONLY.
3. Every student is fully responsible for all electronic communications sent by the DUPAP.
4. Each student must check for official e-mail a minimum of twice each day in the mornings and late afternoons.
5. Additionally, the student is required to check the Blackboard course and class shells for DUPAP and course-specific information
6. Failure on the part of students to check for official communications and to respond appropriately to those messages may have severely deleterious consequences for which students will bear personal responsibility.
7. The student is expected to activate the official university student e-mail accounts immediately.
 - a. Each student is to activate his or her account by following the instruction available at the website, <http://www.drexel.edu/irt/email/>
 - b. Instructions for viewing University e-mail from either University campus sites or from off-campus (i.e., home) via a student's individual internet service provider (ISP) are available from the University website at under the E-mail menu on the web page. <http://www.drexel.edu/irt/email/>
8. The Drexel One Portal: The University has established an online, unified, electronic resource for students and employees. Access requires the user to have an activated, official University e-mail account and User ID. Through the portal, the student may access local Philadelphia information of interest as well as a diversity of University-related information and services including: calendars, unofficial transcripts, registration, student billing, Blackboard course links, and much more. Students are encouraged to explore and utilize the many services accessible through Drexel One.

<http://drexel.edu/guide/faculty-staff/>

POLICY FOR USE OF MOBILE DEVICES IN CLINICAL LEARNING EXPERIENCE

1. Students must utilize a password protected mobile device to ensure that personal information is not accessible in the event that the device is lost or stolen.
2. No identifiable patient information may be placed on the mobile device.

Safe Harbor method for De-identification:

The following identifiers of the individual or of relatives, employers, or household members of the individual, are removed:
--

(A) Names

(B) All geographic subdivisions smaller than a state, including street address, city, county, precinct, ZIP code, and their equivalent geocodes, except for the initial three digits of the ZIP code if, according to the current publicly available data from the Bureau of the Census:

(1) The geographic unit formed by combining all ZIP codes with the same three initial digits contains more than 20,000 people; and

(2) The initial three digits of a ZIP code for all such geographic units containing 20,000 or fewer people is changed to 000

(C) All elements of dates (except year) for dates that are directly related to an individual, including birth date, admission date, discharge date, death date, and all ages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated into a single category of age 90 or older

(D) Telephone numbers	(L) Vehicle identifiers and serial numbers, including license plate numbers
(E) Fax numbers	(M) Device identifiers and serial numbers
(F) Email addresses	(N) Web Universal Resource Locators (URLs)
(G) Social security numbers	(O) Internet Protocol (IP) addresses
(H) Medical record numbers	(P) Biometric identifiers, including finger and voice prints
(I) Health plan beneficiary numbers	(Q) Full-face photographs and any comparable images
(J) Account numbers	(R) Any other unique identifying number, characteristic, or code, except as permitted by paragraph (c) of this section
(K) Certificate/license numbers	[Paragraph (c) is presented below in the section "Re-identification"]; and

(ii) The covered entity does not have actual knowledge that the information could be used alone or in combination with other information to identify an individual who is a subject of the information.

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/coveridentities/De-identification/guidance.html>

3. No texting while on the clinical unit.
4. No photos may be taken while in clinical learning site.
5. Accessing the Internet is only permitted to obtain information related to clinical for the purpose of supporting clinical learning and patient teaching.
6. Faculty has the authority to examine the student's mobile device and the programs being utilized in the clinical area.
7. As with all clinical equipment, the mobile device may act as a means to transfer germs. Please keep your device clean.
8. If the student has a mobile device that is also a phone, phones must be on vibrate or silent mode. No personal calls should be made or received while in clinical on the unit. Exceptions can be made with faculty approval in extreme extenuating circumstances.

If your program issues electronic devices, please be aware that you are required to read and complete the Portable Electronic Device and Data Protection Procedure paperwork.

Computer Assistance:

Visit the IRT website at <http://www.drexel.edu/irt/>

Contact the IRT Helpdesk at:

(215)895-2020 or

E-mail: consult@drexel.edu

CNHP computer requirements may be found at the above URL.

Drexel LEARN Blackboard Courses Reference Link:

Each Class and all Program courses have associated Drexel LEARN Blackboard shells. Class shells provide important announcements, alerts, and other information relevant to that specific class. Course shells provide access to syllabi, schedules and changes, readings, PowerPoint presentations, references, unofficial course grades, and announcements. The student may access those shells by logging on to the Drexel One portal, but the administrator recommends logging on directly to the site utilizing the student's Drexel User ID and password at:

<https://learn.dcollege.net>

Student Health Information:

Health-related requirements and student services are indicated below:

Student Health Center

University City Science Center

3401 Market Street, Suite 105B

Entrance 34th Street across from DAC

M-W-G8:30 am – 5:00 pm and T/TH 10:30 – 7 pm

Here is the link to the Student Health Center:

http://www.drexel.edu/studentaffairs/support_health_services/student_health_center/

Student Health Status: Immunization requirements, PPD status and mandatory seasonal flu vaccination information may be found at the Clinical Compliance website;

<http://www.drexel.edu/cnhp/about/compliance/>

Student Counseling and Health Services:

The Counseling Center offers free, confidential services provided by mental health professional to currently enrolled students in an atmosphere that is welcoming and comfortable for all students. There are (2) locations, with one on the University City Campus and the other on the Center City Campus.

A variety of confidential student counseling and support services are available to students.

More information is available at:

http://www.drexel.edu/studentlife/support_health_services/

3210 Chestnut ST Creese Student Center Suite 201

Telephone: (215) 895-1415

The faculty, the program director, and the medical director must not participate as health care providers for students in the program, except in emergency situations.

Student Counseling Services:

For an appointment on the Center City campus, visit Suite 315 of the Bellet Building, call 215-762-7625 or email scc.cchc@drexel.edu

The Center City Counseling Center is located on the:

Third Floor in the Bellet Building, 1505 Race Street

Telephone: 215-762-7625

Student Health Insurance:

Every student must have adequate health-care insurance coverage. The University will automatically enroll and bill the cost of those insurance premiums to each student annually for the duration of the student's enrollment. The student may opt out of the University-provided health insurance coverage by submitting a waiver request along with proof of comparable, private health insurance coverage. It is the student's responsibility to provide the waiver and proof of insurance annually to avoid automatic enrollment in and billing for the University-provided insurance. More information is available at

<http://drexel.edu/healthservices/insurance-immunizations/health-insurance/>

Drexel Clinical Compliance Requirements:

Clinical education experience is a required part of the PA curriculum and occurs at independent hospitals, health care facilities, and organizations affiliated with the PA Program. To facilitate student interaction in any clinical or community setting, the PA Program and Drexel University have specific clinical compliance requirements. All students must meet the clinical compliance requirements by the published due date. Please refer to:

<http://www.drexel.edu/cnhp/about/compliance/>

Photography for Official University Use

Drexel University reserves the right to photograph members of the University community including, but not limited to, its students, faculty and staff, in situations appropriate to the image of an academic institution, and to publish likenesses in Drexel University publications, video, websites or other recruitment or promotional materials.

Student Identification Cards:

Student ID cards, called Dragon Cards, are required to be current and worn in a displayed fashion while on campus. The ID card must be shown when requested by security and university personnel. The ID card is required for admission to university facilities, intercampus shuttle access, library privileges, as well as for other various university functions. ID cards should be safe-guarded and are only to be used by the student to whom issued. ID cards must be validated annually. There is a cost to replace lost or damaged ID cards. More information about Dragon Cards is available at <http://www.drexel.edu/dbs/dragonCard/>.

In Center City the Dragon Card Office information is:

Center City Dragon Card Office

1608 New College Building

245 N. 15th Street

T. **215.762.6680**

F. **215.762.1150**

Office Hours: Monday-Friday 8am-5pm

Summer and Term break hours may vary

Bookstore:

The Barnes and Noble Bookstore is located on the first floor of the Bellet Building. The store stocks textbooks, reference texts, office supplies, diagnostic instruments, clothing (laboratory coats, scrubs, and Drexel-branded items), greeting cards, snacks, and beverages. On-line

bookstore services are also available through

<http://drexel.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=31061&catalogId=10001&langId=-1>

Drexel University – Center City Campus Bookstore

1505 Race Street

Bellet Building 1st Floor

Philadelphia, PA 19102

Store telephone: (215)762-7629

Store Hours

Monday	9:00 AM- 5:00 PM
Tuesday	9:00 AM- 5:00 PM
Wednesday	9:00 AM- 5:00 PM
Thursday	9:00 AM- 5:00 PM
Friday	9:00 AM- 4:00 PM
Saturday	CLOSED
Sunday	CLOSED

Interdisciplinary Clinical Simulation & Practice (CICSP)

Many programs in the College of Nursing & Health Professions offer simulation experiences for students within the CICSP and other learning labs. Simulation experiences may include but are not limited to using task trainers, standardized patients, human patient simulators (computerized manikins), and hybrid experiences (a blending of two or more simulation methodologies). Many of these experiences are digitally recorded and archived for evaluation, feedback and mentoring purposes.

Confidentiality and academic integrity are essential components of the learning process with simulation. Students are asked to adhere to the policy of confidentiality and academic integrity and advised not to discuss events of simulation(s) or debriefing(s) with other students. The College of Nursing & Health Professions (CNHP) is a leader in simulation technology. As such, visiting professionals may be present to observe the educational, administrative, and technical aspects of the simulation lab. During observations by external professionals, student and faculty identities, as well as student evaluations, are protected as confidential.

Alcohol:

Alcoholic beverages are permitted in university buildings only in accordance with official university policy. A student may seek permission to serve alcoholic beverages at social gatherings through the Office of Student Life located on the first floor in the New College Building.

SUBSTANCE ABUSE GUIDELINES FOR STUDENT MAJORS THAT INCLUDE A CLINICAL COMPONENT IN THE CURRICULUM

Background

Drexel University has established guidelines, rules, and regulations that prescribe the standards of conduct expected of students and members of the University community. This standard of conduct includes the prohibition of the use or the possession or dissemination of narcotics or other mind-altering drugs, other than those medically prescribed, properly used, and in the original container, by students or staff on University property or while on University business.

The University has established disciplinary proceedings for when a student is charged or violates the drug and alcohol control guidelines. However, when a student violates the drug and alcohol guidelines and is enrolled in a major that includes a clinical health care component in the curriculum, it is incumbent upon the officers and faculty of the College of Nursing and Health Professions to provide oversight and remedial action for such a serious act by the student.

The University recognizes that drug abuse/dependence is a disease that is chronic, progressive, and if left untreated, fatal. The University can be supportive of a student receiving treatment and once sustained recovery is obtained, the student may seek re-admission.

Purpose

The purpose of these Substance Abuse Guidelines is to inform students enrolled in the College of Nursing and Health Professions, who are also enrolled in a major that includes a clinical health care component, about the guidelines and procedures related to any unlawful use, manufacture, distribution, or possession of controlled or illegal substances or alcohol. Aside from seriously affecting the physical and psychological integrity of the user, substance abuse may significantly affect the ability of students to administer safe care to patients entrusted to them in a clinical health care setting.

These guidelines assist the student in maintaining personal and professional integrity, and facilitate the student's success in their academic and clinical formation leading to entry to or further advance in a health care profession. It promotes a healthy teaching/learning environment for the student and in the clinical setting ensures patient safety. It also fosters the development of a professional who is aware of and considers the prevalence and adverse physical, psychological, and social outcomes of substance abuse.

Guidelines

These guidelines apply to all students who have confirmed acceptance in any of Drexel University College of Nursing and Health Professions programs that include a clinical health care component in its curriculum.

Students are required to have a standardized drug screen prior to entering the clinical environment.

Any unlawful possession, use, manufacture or distribution of controlled or illegal substances or alcohol by any student in the College enrolled in a program that includes a clinical health care component in its curriculum while on campus or at a clinical site shall be considered substance abuse or possible dependency and will constitute cause for termination from the program.

Reporting to class or clinical assignments under the influence of controlled substances or alcohol is also prohibited and will result in dismissal from the program. Students must also comply with all local, state or federal laws and regulations controlling the possession, manufacture, use or distribution of controlled or illegal substances and alcohol.

A positive drug screen of an illegal substance (illegal substance or controlled substance without a prescription) or intoxication from alcohol will result in dismissal from the student's program of study.

All students must also comply with Drexel University guidelines on alcohol and illicit drug use. These guidelines can be found in the Student Handbook online at:
http://drexel.edu/studentlife/community_standards/overview/

In addition, there are circumstances in which students may need to take over the counter or prescribed medications that may impair their ability to function safely in the clinical environment and thereby endanger patients and self. As such, all students are responsible for being aware of the effect these medications may have on their ability to function safely in the clinical practicum and must notify the Department Chair regarding the use of any medication that can impair performance prior to entering the clinical environment. Students cannot participate in clinical training if they are taking mood altering medications that impair their ability to function safely in the clinical environment. Failure to do so will result in disciplinary action. In such circumstances, the student is encouraged to request medical leave from their studies.

Procedures

I. Education

An objective within these substance abuse guidelines is to educate students about the risk of chemical dependency among health care providers, enhance their ability to recognize impaired health care professionals, and reinforce the significance of appropriate intervention. Through selected courses, students will be educated about behavioral and clinical practice characteristics that are common indicators of substance abuse. Students will also acquire an understanding of the Drexel University College of Nursing and Health Professions Substance Abuse Guidelines and procedures guidelines.

II. Drug/Alcohol Testing

A student in the College may be required to undergo drug or alcohol testing when the Program Chair, or designee, determines through direct observation or reports received from faculty or clinical supervisors and there is reasonable suspicion that the student is impaired due to illegal drug or alcohol use, the use or misuse of prescribed over-the-counter medications based upon, but not limited to:

- A. Unusual or aberrant behavior
- B. Physical symptoms indicative of being under the influence
- C. Patterns of abnormal or erratic behavior
- D. Inconsistent quality of work performance
- E. Conviction for drug-related offenses
- F. Being identified as the subject of a drug-related criminal investigation
- G. Credible information from independent sources
- H. Evidence of drug tampering or misappropriation
- I. Consistently discrepant daily drug counts
- J. Accidents or illnesses caused by substance abuse
- K. Impairment or intoxication in the clinical and/or didactic setting
- L. Patterns of absenteeism and/or lateness
- M. Alterations in student clinical and/or didactic performance that may not be attributed to other causes
- N. Following a work-related injury or illness
- O. Observation of poor judgment or careless acts which caused or had the potential to cause patient injury, jeopardize the safety of self or others or resulted in damage to equipment

A faculty member suspecting possible substance abuse by a student must report the suspicious behavior immediately to the Program Chair or designee. (See Appendix 1).

Once the Program Chair is notified that a student has been suspected of violating the substance abuse guidelines, the student will be instructed to report to the designated testing laboratory in accordance with the Program Chair's instructions, which will take into consideration a safe mode of transportation given the suspected level of impairment of the student. The cost of any drug or alcohol testing requested by the Program Chair will be borne by the program. The Program Chair has the authority to temporarily suspend the student from the clinical practicum pending the final results of any tests.

Clinical education/practicum sites may also require that students undergo drug/alcohol testing prior to placement or during clinical rotations at the site. Therefore, students may also be tested in accordance with the clinical training site's guidelines.

A student convicted of violating any federal, state or local law or regulation pertaining to the manufacture, possession, sale, use or distribution of a drug or alcohol or misuse of prescribed or over the counter medications must report this conviction to the Program Chair within five days of the conviction.

Failure or refusal to comply with any aspect of the substance abuse guidelines is grounds for disciplinary sanction up to and including dismissal from the program. Examples of noncompliance include, but are not limited to, refusal to submit to immediate drug and alcohol testing or repeat testing, tampering or alteration of specimens, attempts to submit the samples of another person as the student's own, and failure to appropriately complete associated program or testing laboratory documents.

Testing Procedure

Drug and alcohol testing required by the College will be conducted utilizing the following measures:

- A. The student must be tested at a laboratory designated and approved by the College of Nursing and Health Professions. The student may be asked to provide a witnessed sample.
- B. The student will sign the chain of custody forms and any other documents provided by the testing laboratory.
- C. The test shall screen for the use of the controlled substances listed below:
 - 1. Amphetamine (methamphetamine)
 - 2. Barbiturates
 - 3. Benzodiazepine
 - 4. Cocaine
 - 5. Marijuana
 - 6. Methadone
 - 7. Methaqualone
 - 8. Opiates (Codeine, Morphine)
 - 9. Phencyclidine
 - 10. PropoxypheneIn addition, a student could be tested for any other controlled substances that are suspected of being abused or used by the student. Affiliation agreements may require additional substance screenings.
- D. Urine, serum, hair and saliva analysis or a combination of these testing methods may be utilized.
- E. The student will disclose any prescribed or over-the-counter medications as well as any dietary habits that could modify testing results as requested on the consent form(s) and/or laboratory documents.
- F. The student must fully comply with the testing laboratory's methods and procedures for collecting samples
- G. If the student disputes the accuracy of a positive test, the student may request a retesting of samples by the laboratory, however the cost of the additional testing would be borne by the student. This re-test must take place within one

week. The student will not have advanced notice of the re-test. The student may be asked to provide a witnessed sample.

- H. Substance abuse is verified if either: (i) the positive test result is not disputed or (ii) if the student-requested retest is positive.
- I. The testing laboratory will make a final report of the test results (positive, negative or inconclusive) to the Program Chair or designee and any designated affiliate site as required.

Confidentiality

The requirement that a student be tested as well as the test results will remain confidential and disclosed only to those individuals within Drexel University as well as any licensing, registering, or certification boards that have a need to know. An affiliated clinical site with a need to know or as required by law or regulation will also be notified.

Upon written request, students will be provided a copy of test results.

III. Documentation

Appropriate documentation will commence at the time of the initial suspicion that a student may have a substance abuse problem and will include the rationale for such suspicion.

All documentation regarding drug testing results and a student's medical condition will remain in a secure location in the custody of the Program Chair or Compliance Officer. Such records will be maintained separately from the student's permanent Program file.

IV. Sanctions

The Program Chair will report an enrolled student with a positive test result, if applicable, to the University's Office of Student Conduct and Community Standards ("SCCS") for possible disciplinary action in accordance with the Student Judicial Policy and Student Code of Conduct. Students with a positive test result will also be referred to the Nursing and/or Student Conduct Committee. The Program Chair has the authority to temporarily suspend the student from the clinical practicum pending the conclusion of any student judicial process.

If as a result of a positive test, a student is required to submit to subsequent testing as a condition to remaining in or returning to the Program, the student will bear the expense of all subsequent testing required by the Program. The student is required to provide a witnessed sample.

Failure or refusal to comply with any aspect of the substance abuse guidelines will be reported to the Student Conduct Committee and/or the SCCS for possible disciplinary action in accordance with the Student Judicial Policy and Student Code of Conduct. In addition, any perceived attempts to tamper with the testing procedure or results will be reported to such committees as well.

Students will be informed of counseling and other treatment resources that are available to the student.

V. Treatment and Counseling Resources

Students who are concerned that they may have a substance or alcohol abuse problem are encouraged to seek appropriate assessment, treatment and counseling from qualified health care professionals.

The following website lists some local treatment and counseling services that are available to students:

- http://drexel.edu/studentaffairs/community_standards/studentHandbook/Drug_Free_Schools_and_Communities_Act/substance_abuse_assistance/
- American Association of Nurse Anesthetists Peer Assistance <http://www.aana.com/resources2/peer-assistance/Pages/default.aspx>
- Alcoholics Anonymous <http://www.aa.org>
- American Society of Addictive Medicine <http://www.asam.org>
- Narcotics Anonymous <https://www.na.org>
- Substance Abuse and Mental Health Services Administration – Behavioral Health Treatment Services Locator <https://www.samhsa.gov/>

At all times, it is incumbent upon the student to make the decision not to attend a clinical assignment, if he/she feels impaired and will present a risk to patients.

VI. Reentry into the Academic and Clinical Environment

A student who has been dismissed, suspended, withdrawn or taken an approved leave of absence from the Program due to substance abuse may be eligible to reenter the Program in certain circumstances if he/she can demonstrate satisfactory evidence of successful completion of treatment and documentation of 24-months of sustained recovery. Factors that have been identified as helpful for re-entry into practice include 12-step program participation, random drug screens, and sponsorship on a peer assisted support group. The student must also provide medical clearance from the appropriate individual coordinating the therapeutic intervention and evidence of current, active nursing licensure if enrolled in the MSN or DNP Program.

A student in active recovery from substance abuse will be monitored closely particularly in clinical practice. A Program and student contract with guidelines and expectations will be developed and signed by both parties. Frequent evaluations will be mandated and stipulated in the contract delineating the contingencies of programmatic return.

A student in recovery who is permitted to reenter the program will comply with the conditions of readmission delineated in a signed contract of program reentry.

A student in recovery should be aware that their state licensing or certifying bodies may not allow students to take qualifying, licensing, or certification examinations. Students should refer to requirements with the applicable licensing board.

Appendix 1

Faculty Report of Suspicion of Drug/Alcohol Use

Please use the space below to provide a detailed description of the student's behavior. All information is to be kept confidential. Please return the form via encrypted email to the Program Chair as soon as possible

1. Name of Student: _____
2. Date of Incident: _____
3. Time of Incident: _____
4. Location of Incident: _____

5. Detailed description: Include any behavioral, visual, olfactory or auditory observations.

- Speech (normal, incoherent, confused, slurred, rambling, shouting, using profanity, slow)
- Coordination (normal, swaying, staggering, lack of coordination, grasping for support)
- Performance (unsafe practices, unsatisfactory work)
- Alertness (change in alertness, sleepy, confused)
- Demeanor (change in personality, fighting, excited, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
- Eyes (bloodshot, dilated)
- Clothing (dirty, disheveled)
- Odor of alcohol on breath
- Drug tampering or misappropriation, consistent discrepancy in daily drug counts
- List reports of complaints of student behavior from personnel or other students
- List unexplained absences or tardiness
- Long coffee or lunch breaks
- Frequent trips to restroom/locker room
- Early arrival or late departure
- Presence in the clinical area on non-assigned clinical days
- Other observed actions or behaviors

6. Did the student admit to use of drugs/alcohol? No _____ Yes _____ Comments:

7. Were drugs/alcohol discovered on student? No _____ Yes _____ Comments:

8. List witnesses to student's behavior:

Faculty Member's Name (print) Faculty Member's Signature Date

Cancellation/School Closing Notification:

The student may call **215-762-UNIV (215-762-8648)** for official delayed opening or closing information. Also blast text messages are sent to all faculty, staff and students with university status.

1. Alerts for school closings and delayed openings are also broadcast by local news media (i.e. AM radio station **KYW 1060**).

The Drexel University College of Nursing and Health Professions adverse conditions closing numbers are:

Day Classes Code =185

Evening Classes Code = 2185

2. Because some of the program's students commute long distances, and often leave home very early in the morning, students have in past years formed "Closing Alert" telephone trees to facilitate dissemination of closing information.

Current Address and Telephone:

It is essential that each student keep the program and the university advised of his or her current mailing address and telephone number so that important mailings or messages can be delivered in a timely fashion.

1. The student may also review and change demographic data online in the Banner Web for Students account accessible through the Drexel One portal
2. <http://drexel.edu/guide/faculty-staff/>
3. If a student's address or telephone number changes, the student must make both the changes through the Banner web for Students account and notify the DUPAP directly.
4. Difficulties arising from a student's failure to keep the program informed of these changed data are the student's responsibility, and the student bears sole responsibility for failing to keep current address and telephone information on file.

Employment:

Professional training as a PA is a major undertaking, and every student is expected to make studies the first priority.

1. The full time student is discouraged from seeking employment.
2. While some part time students do work, every student is required to subordinate work schedules to accommodate the educational requirements of the professional curriculum.
3. PA training is a demanding course of study that emphasizes patient contact and immediate application of classroom experience from the very beginning. To provide these experiences, the student is assigned to the emergency room or “on-call” services during evening hours or on weekends in addition to regular classroom work.
4. If the program’s faculty deems that outside employment is interfering with the student’s ability to maintain satisfactory academic and clinical performance:
 - a. The student may be counseled to cease employment.
 - b. Failure to resolve employment-related conflicts can result in dismissal from the program.
5. No PA student may be required to be employed by the DUPAP. However, a student may elect to provide compensated services assisting with audiovisual equipment setup.
6. PA students must not substitute for or function as instructional faculty

Student-based Activities:

1. Numerous regional activities, general student-government, and other student organizations are available to DUPAP students. More information is available at the following link: http://drexel.edu/virtualtour/liveit/student_organizations.aspx#panel-1
2. Professional student-physician-assistant-related organization memberships are available to the DUPAP student. More information will be presented about these organizations shortly after matriculation orientation.
 - a. The Wilbur W. Oaks Student Society is the DUPAP society for PA students
 - b. The Pennsylvania Society of PAs (PSPA) is Pennsylvania’s official, constituent chapter of the AAPA (see below), actively supports PA students in the Commonwealth of Pennsylvania, and invites student membership. <http://pspa.net/>
 - c. The American Academy of PAs (AAPA) is the national, professional organization for PAs. There is an active student constituency (SAAPA) within the AAPA that advocates for PA students and student-related issues. <http://www.aapa.org/>

Food and Beverages:

Consumption of beverages and food in classrooms and lecture halls is against University policy:

1. Foodstuffs promote infestations and other potential health problems.
2. Consumption of food is frequently disturbing to other students and faculty.
3. Each student is expected to be a considerate neighbor by disposing of all beverage containers and other waste materials.

Communication Devices:

1. Cell phone use is not permitted in prohibited university/hospital areas.
2. All pagers, cellular telephones and other electronic hailing devices are to be turned off or set to a silent or vibratory signal.
 - a. No lectures, seminars or laboratory sessions are to be interrupted.

- b. If there is an extreme situation that requires the student to receive notification, the student is to notify the course director beforehand.

Shuttle Buses:

Complimentary shuttles for students and employees of the university operate among the various University campuses:

1. Center City Campus
2. University City Main Campus
3. Queen Lane Medical Campus
4. Shuttle information is available at
5. <http://www.drexel.edu/facilities/transportation/busServiceSchedules/>
6. A University I.D. Card is required to ride the shuttles.

Library:

The main health sciences library is located in the New College Building

1. The library has extended hours for most of the year.
2. The library has texts, journals, audio-visuals, computer assisted instructional packages, on line reference searching, and Macintosh and Windows computers for student use.
3. There are lounge-style areas, individual study carrels, and study rooms for small groups,
4. There is also a 24-hour study area.
5. Additional library facilities are located on the other University campuses.
6. The student should contact the library information desk for details or visit the library's website at <https://www.library.drexel.edu/>
- 7.

Student Messages or Documents for Faculty and Staff:

A student with a message for faculty or staff is to give them to the Receptionist. No student is permitted in the faculty/staff mailbox area for any reason!

Messages for Students:

The program staff will accept emergency messages only!

1. Please advise family members, friends, or business contacts that you are to be contacted through your cell or at your residence or other, non-program site for all but truly urgent reasons.
2. Callers with routine messages will be advised that the student is unavailable and are to be contacted at home.
3. No student is to provide the PA Program voice or fax telephone numbers to receive personal or business communications.

Office Hours of Operation:

Regular operating hours are from 8:00 A.M. to 5:00 P.M. weekdays. The office is not open on weekends.

Office Protocols:

1. Every student and visitor must relate the purpose of the visit, and be seated.
2. A staff and faculty contact phone list is available at the reception desk.

3. For appointments or spontaneous requests to see faculty and staff, please utilize the phone list to contact the person first.
4. The faculty or staff member will come to the reception area when available to meet with the student or visitor.
5. There are times when many students might wish to see various faculty and staff members.
 - a. The student is expected to wait in turn until the person is available.
 - b. While attempts to operate on a fairly informal basis among the students, faculty and staff; every student must remain in the reception area until given permission to proceed.
 - c. To avoid disturbing faculty and staff of other educational programs also housed on the sixth floor, every student is to behave professionally and with consideration for the employees working in the office suite area.
 - d. The student is to leave the office suite promptly after business is concluded and is not to remain in the office suite area.

Parking:

The University operates a parking garage on the corner of Broad & Vine that is adjacent to the Center City Campus. Competitive monthly rates are available through the Parking Office. More information is available at <http://www.drexel.edu/dbs/parkingServices/>.

Personal Correspondence:

1. No student may utilize program computers.
2. Computers for student use are available at the library in the New College Building as well as various computer laboratories on campus.

Photocopying:

1. Coin/card-operated copy machines for student use are available in the library.
2. No student is permitted to utilize the program's copy machine or be in the photocopying/storage rooms.

Smoking:

The University is a no-smoking institution.

1. Smoking is not permitted anywhere within university buildings at any time.
2. There are designated outdoor smoking areas around the university ground

Office policies:

1. The Program's fax machine is for official program use only.
 - a. No student is permitted to utilize the fax machine without official permission and only for program-related purposes.
 - b. The student is not to provide the Program's fax number for other than official, program-related use.
 - c. Fax messages for any student that is not of an official, program-related nature will be discarded without notification to the student.
2. The Program's telephones are not available for student's personal use.

AN HISTORICAL PERSPECTIVE OF THE DREXEL UNIVERSITY PA PROGRAM

The Drexel University PA Program began training its first class of 10 students in 1971. The program was housed within the Department of Medicine of the Hahnemann Medical College and Hospital. Seven students completed the training in 1973 and became the first PAs trained in the Commonwealth of Pennsylvania. The PA program became part of the newly inaugurated College of Nursing and Health Professions (CNHP) of Drexel University in July 2000. The PA Program has undergone continuous revision and growth and is among the largest civilian training programs for PAs in the United States. The program inaugurates a new class each fall quarter. To support students through both didactic and clinical training, the program has the largest, most experienced full time faculty of P.A. educators and support staff in the nation. The program maintains a cadre of affiliate clinical faculty and training sites across Pennsylvania, in surrounding states, and other locations nationally. PA program students must work hard, but the rewards are well worth the efforts. Graduates enjoy a well-deserved, nationally-known reputation for excellence. Drexel PAs are employed in virtually every medical discipline throughout the United States.

The Drexel University PA Program is located in the very heart of one of America's largest cities on the Center City Campus of Drexel University. Philadelphia is among the most historically important cities in the development of the United States of America. Much of that history is preserved for the appreciation of our citizens. Students are encouraged to explore the numerous sights, sounds, and events that abound in the "City of Brotherly Love," also now referred to as "The place that loves you back!"

APPENDIX A

PA Competencies

“The PA profession defines the specific knowledge, skills, and attitudes required, and provide educational experiences as needed in order for PAs to acquire and demonstrate these competencies.” (*Competencies for the PA Profession Vers. 3.5 [3/22/05]*) The full description of PA Competencies can be found on the AAPA website:

<https://www.aapa.org>

The Program meets the listed competencies through the following courses:

- **Medical Knowledge:** Clinical Anatomy, Clinical Assessment, Patient Communications, Principals of Medical Science I-III, Clinical Medicine I-III, Pharmacology I-III, Clinical Skills I-III, Biopsychosocial Issues in Patient Care, and Evidence Based Medicine for PAs , Rotations I-VI, Primary Care Practica I and II
- **Interpersonal and Communication Skills:** Clinical Assessment, Patient Communications, Ethical Issues for PA Practice, PA Practice, Clinical Skills I-III, Biopsychosocial Issues in Patient Care, Health Policy for PA Practice, Rotations I-VI, Primary Care Practica I and II
- **Patient Care:** Clinical Assessment, Patient Communications, Ethical Issues for PA Practice, PA Practice, Principals of Medical Science I-III, Clinical Medicine I-III, Pharmacology I-III, Clinical Skills I-III, Biopsychosocial Issues in Patient Care, Evidence Based Medicine for PAs , Health Policy for Practice, Rotations I-VI, Primary Care Practica I and II
- **Professionalism:** Clinical Assessment, Patient Communications, Ethical Issues for PA Practice, PA Practice, Clinical Skills I-III, Biopsychosocial Issues in Patient Care, Health Policy for Practice, Graduate Project I-II, Rotations I-VI, Primary Care Practica I and II
- **Practice Based Learning and Improvement:** Clinical Assessment, Patient Communications, Clinical Medicine I-III, Clinical Skills I-III, Biopsychosocial Issues in Patient Care, Evidence Based Medicine for PAs , Graduate Projects I-II, Rotations I-VI, Primary Care Practica I and II
- **System Based Practice:** Clinical Skills I-III, Epidemiology for Practice and Prevention, PA Practice, Health Policy for PA Practice, Graduate Projects I-II, Rotations I-VI, Primary Care Practica I and II

APPENDIX B

Functions and Tasks of Graduates

The Drexel PA graduate will be able to provide health care services with physician supervision in a range of health care settings, from hospital based to ambulatory, to a variety of patients including infants to geriatrics, with health problems of an emergent, acute or chronic nature.

The role of the PA Graduate includes:

1. Data Collection
 - a. Perform a complete history and physical examination
 - b. Perform a directed history and physical examination
 - c. Order and/or perform appropriate diagnostic studies
 - d. Review the medical literature
2. Data Synthesis
 - a. Synthesize data from the patient history, physical examination, diagnostic studies and medical literature
 - b. Make an assessment of the patient's health problem(s) and formulate an appropriate management plan
 - c. Record data in the patient's medical record and prepare verbal and written case presentations
3. Intervention
 - a. Implement the management plan, including drug and non-drug therapy
 - b. Recommend appropriate referral to other practitioners and community resources
 - c. Perform clinical skills such as assisting in surgery, suturing and casting
4. Patient Education
 - a. Provide education and counseling to patients about symptoms and signs of their illnesses, the rationale for performing diagnostic studies and procedures, the meaning of the diagnosis(es), the goals and effects of therapy, prognosis and health promotion
 - b. Evaluate the psychosocial aspects of the patients' health and provide appropriate counseling and/or referral for counseling beyond the PA's expertise
5. Professional Role
 - a. Maintain the ethical code of the PA profession, with respect for the diversity of patient values and beliefs
 - b. Develop skills for life-long learning, including appropriate use of the medical literature
 - c. Practice collegially with other health team professionals
6. Technical Procedures Taught in the Didactic and Clinical Years
 - a. Physical examination – complete and directed including pelvic and breast exams
 - b. Clinical skills – bandaging and wound care, splinting/joint immobilization, casting, suturing, suture removal, wound taping wound stapling; venipuncture, intramuscular, subcutaneous, intradermal injections, IV line placement, , urinary catheter insertion, endotracheal intubation, surgical preparation techniques including scrubbing, gowning, gloving, passing of surgical instruments; incision and drainage of abscesses; performing digital blocks; conducting 12-lead EKGs, Administration of local anesthesia, aseptic technique, obtaining cultures (cervical, nasopharyngeal, urine, wound), cerumen impaction removal, developmental screenings, assessing fetal heart tones, finger sticks, fluroscein stains, hemocult testing (stool), nebulizer treatment, pap smears, application of skin adhesives,

preparing sterile field, surgical assisting

- c. Possible with preceptor permission – *diagnostic testing and clinical procedures*: urinalysis, urine pregnancy tests, gram stain, wet mounts, surgical preparation of patient, cardio-pulmonary resuscitation, administration of IV fluids, hemoglobin and/or hematocrit, peripheral blood smears, plotting growth charts, administration of routine immunizations, microscopic evaluation of cervical mucus, assist in deliveries, episiotomy, episiotomy repair, anterior nasal packing, NG Tube placement,. *Specimen collection*: ABGs, culture/sensitivity of blood, sputum, stool, urethral, rectal, surgical specimen; heel stick.
- d. Possible under direct supervision, and with assistance as needed: *diagnostic testing and clinical procedures*: thoracentesis, joint aspiration, arterial puncture (other than radial artery), removal of non-penetrating ocular foreign bodies, central venous cannulation, Swan-Ganz catheter insertion, tube thoracostomy, endotracheal intubation, paracentesis, wound/ulcer debridement, arterial line placement, central line placement, chest tube placement, intubation, lumbar puncture, closed joint reduction, closure of deep lacerations, posterior nasal packing.

APPENDIX C

Technical Standards for Admission, Academic Progression, and Graduation

In keeping with the goals of the PA Program, the highest priority is placed upon developing graduates who are competent, caring PAs possessing the skills of life-long learning needed to incorporate new knowledge and methods into their practices and to adapt to a changing medical environment. The faculty has determined that certain technical standards are requisite for admission, progression, and graduation from the PA Program.

An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities and those specifically of observation; communication; motor; intellectual, conceptual, integrative, and quantitative abilities; as well as essential behavioral and social attributes. Individuals unable to resolve deficiencies in these technical standards, with or without reasonable accommodation, are counseled to pursue alternate careers. Should a student request an accommodation meet the technical standards based on a disability, the student will be referred to the Office of Disability Resources.

<http://www.drexel.edu/oed/disabilityResources/Overview/>

General abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, taste, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, position equilibrium, and movement that

are important to the student's ability to gather significant information needed to effectively evaluate patients.

Observational Ability: The student must have sufficient capacity to accurately observe and participate in the lecture hall, the laboratory, and with patients at a distance and close at hand, including non-verbal and verbal signals, to assess health and illness alterations in the outpatient and inpatient clinical settings. Inherent in the observational process is the use of the senses to elicit information through procedures regularly required in physical examination, such as inspection, palpation, percussion, and auscultation.

Communication Ability: The student must communicate effectively verbally and non-verbally to elicit information; describe changes in mood, activity, posture; and perceive non-verbal communications from patients and others. Each student must have the ability to read and write, comprehend and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings where written medical records, verbal presentations, and patient counseling and instruction are integral to effective medical practice and patient care. The student must communicate effectively verbally and in writing with instructors and other students in the classroom setting, as well.

Motor Ability: The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, and auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment utilized in the general and emergent care of patients required in practice as a PA. The student must be able to maintain consciousness and equilibrium; have sufficient levels of postural control, neuromuscular control, and eye-to-hand coordination; and to possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory performance in the clinical and classroom settings.

Intellectual, Conceptual, Integrative, and Quantitative Abilities: The student must be able to develop and refine problem-solving skills that are crucial to practice as a PA. Problem solving involves the abilities to comprehend three-dimensional relationships and understand the spatial relationships of structures; to measure, calculate, reason, analyze, and synthesize objective and subjective data; and to make decisions that reflect consistent and thoughtful deliberation and sound clinical judgment. A student must have the capacity to read and comprehend medical literature. Each student must demonstrate mastery of these skills and the ability to incorporate new information from peers, teachers, and the medical literature to formulate sound judgment in patient assessment and diagnostic and therapeutic planning.

Behavioral and Social Attributes: Flexibility, compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in PA practice. Personal comfort and acceptance of the role of a dependent practitioner functioning under supervision is essential for training and practice as a PA. The student must possess the emotional health required for full utilization of the student's intellectual

abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom setting, as well as those in the clinical setting attendant to the diagnosis and care of patients; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. Each student must have the emotional stability required to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a PA. The student must be able to tolerate physically taxing loads and still function effectively under stress; adapt to changing environments; display flexibility; graciously accept constructive criticism; manage difficult interpersonal relationships during training; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and applicable federal and state laws, Drexel University ensures people with disabilities will have an equal opportunity to participate in its programs and activities. Members and guests of the Drexel community who have a disability need to register with the Office of Disability Resources (ODR), if requesting auxiliary aids, accommodations, and services to participate in Drexel University’s programs. All requests for reasonable and appropriate auxiliary aids, academic adjustments, and services will be considered on a case-by-case basis and in a timely fashion

APPENDIX D
Drexel University PA Program
Master of Health Science Degree with PA Certificate Curriculum

Overview: The intensive curriculum consists of 117 quarter credit hours of professionally related coursework over a continuous, 27-month period (the part-time option requires an additional calendar year). Students gain an understanding of both the health care system within which they will work and the functions appropriate to the role of the PA. The curriculum is divided into **12 months of didactic courses** followed by **15 months of supervised clinical practice**.

Full-Time

FIRST YEAR

First Fall Quarter

		Credits
PA 540	Clinical Anatomy	5
PA 542	Patient Communication	2
PA 543	Ethical Issues in PA Practice	2
PA 544	Clinical Assessment	5
PA 545	PA Practice	1
	Total	15

First Winter Quarter

PA 547	Evidence Based Medicine for Physician Assistants	3
PA 548	Principles of Medical Science I	2
PA 551	Pharmacology and Therapeutics I	3

PA 556	Clinical Medicine I	5
PA 559	Clinical Skills I	2
	Total	15

First Spring Quarter

PA 549	Principles of Medical Science II	2
PA 552	Pharmacology and Therapeutics II	2
PA 554	Biopsychosocial Issues in Patient Care	5
PA 557	Clinical Medicine II	5
PA 560	Clinical Skills II	2
	Total	16

First Summer Quarter

PA 546	Health Policy for PA Practice	2
PA 550	Principles of Medical Science III	2
PA 553	Pharmacology and Therapeutics III	2
PA 558	Topics in Clinical Practice	5
PA 561	Clinical Skills III	4
	Total	15

SECOND YEAR

Second Fall Quarter

		Credits
PA 629	Rotation I	5
PA 630	Rotation II	5
	Total	10

Second Winter Quarter

PA 631	Rotation III	5
PA 632	Rotation IV	5
PA 636	Graduate Project I	3
	Total	13

Second Spring Quarter

PA 633	Rotation V	5
PA 634	Rotation VI	5
	Total	10

Second Summer Quarter

PA 635	Primary Care Practicum I	10
PA 638	Graduate Project II	3
	Total	13

THIRD YEAR

Third Fall Quarter

PA 637	Primary Care Practicum II	10
	Total	10

Part-Time

The part-time option requires thirty-nine months overall and requires two years to complete the didactic year. The clinical year curriculum is completed on a full time basis. A part-time student is permitted to not

be registered for classes the first didactic summer quarter without requesting a leave of absence, provided s/he has taken the Health Policy course in the winter quarter of the first didactic year.

FIRST YEAR

First Fall Quarter

PA 542	Patient Communication	2
PA 543	Ethical Issues in PA Practice	2
PA 545	PA Practice	1
Total		5

First Winter Quarter

PA 547	Evidence Based Medicine for PAs	3
	Elective (non- PA program course)	2
	Or Health Policy for PA Practice (on-line)	2
Total		5

First Spring Quarter

PA 554	Biopsychosocial Issues in Patient Care	5
Total		5

First Summer Quarter

PA 546	Health Policy for PA Practice	2
	Elective (non- PA program course)	3
Total		5

OR May take summer quarter off

SECOND YEAR

Second Fall Quarter

PA 540	Clinical Anatomy	5
PA 544	Clinical Assessment	5
Total		10

Second Winter Quarter

PA 548	Principles of Medical Science I	2
PA 556	Clinical Medicine I	5
PA 551	Pharmacology and Therapeutics I	3
PA 559	Clinical Skills I	2
Total		12

Second Spring Quarter

PA 549	Principles of Medical Science II	2
PA 557	Clinical Medicine II	5
PA 552	Pharmacology and Therapeutics II	2
PA 560	Clinical Skills II	2
Total		11

Second Summer Quarter

PA 550	Principles of Medical Science III	2
PA 553	Pharmacology and Therapeutics III	2
PA 558	Topics in Clinical Practice	5
PA 561	Clinical Skills III	4
Total		13

THIRD YEAR

Third Fall Quarter

PA 629	Rotation I	5
PA 630	Rotation II	5
Total		10

Third Winter Quarter

PA 631	Rotation III	5
PA 632	Rotation IV	5
PA 636	Graduate Project I	3
Total		13

Third Spring Quarter

PA 633	Rotation V	5
PA 634	Rotation VI	5
Total		10

Third Summer Quarter

PA 635	Primary Care Practicum I	10
PA 638	Graduate Project II	3
	Total	13

FOURTH YEAR

Fourth Fall Quarter

PA 637	Primary Care Practicum II	10
	Total	10

APPENDIX E
PA Curriculum Course Descriptions: Academic Quarters

PA 540: Clinical Anatomy

This lecture and laboratory course provides a regional approach to human anatomy for clinical applications through the linking of anatomical structure to physiology and pathophysiology. The anatomy of seven body regions is reviewed and anatomical variations are discussed. Laboratories utilizing cadaver pro-sections, clinical specimens, radiographs and interactive websites complement lecture material.

Credits: 5.00

PA 542: Patient Communication

This lecture and seminar course provides instruction in communication skills for the effective exchange of information with patients. Addressed in the course are patient-provider collaboration, health literacy, and communication techniques for patients across cultural and generational groups, and counseling techniques for patient education, treatment adherence, and health promotion.

Credits: 2.00

PA 543: Ethical Issues in PA Practice

This is a lecture and seminar course addressing ethical and professional issues in PA practice. Topics include medical ethics, ethical decision-making, professional responsibility, and commitment to patients' welfare. The link between health as a human right and medical ethics is explored.

Credits: 2.00

PA 544: Clinical Assessment

This course provides the PA student with the knowledge, demeanor, and motor skills required to professionally and proficiently elicit thorough medical histories and perform precise physical examination techniques for each body system. Accurate, organized recordings of clinical findings from patient encounters in the hospital setting are required.

Credits: 5.00

PA 545: PA Practice

This course introduces the history, education, and professional organizations in the PA profession and discusses professional practice issues in the context of leadership and stewardship theories while utilizing PAs as role models. Completion of a service learning project is required for course completion.

Credits: 1.00

PA 546: Health Policy for PA Practice

This course explores the US health care system and health policy issues related to the costs of health care, inequities in quality and access to care, and current US policies. The role of PAs in the health care system is examined along with issues related to malpractice, reimbursement, and quality assurance.

Credits: 2.00

PA 547: Evidence Based Medicine for PAs

This lecture and inquiry learning course introduces students to epidemiologic principles, methodologies, and applications for primary care clinical practice. Course content includes an overview of epidemiologic and research concepts and levels of scientific evidence for development of evidence-based practice skills.

Credits: 3.00

PA 548: Principles of Medical Science I

This course is the first of three courses which provide the physiologic foundation for clinical courses. Emphasizing the complex nature of bodily functions, the course reviews normal physiology and provides a bridge to the concepts of pathophysiology that underlie dysfunction and disease. Clinical applications enhance understanding and introduce the skill of clinical reasoning.

Credits: 2.00

PA 549: Principles of Medical Science II

This course is the second of three courses which provide the physiologic foundation for clinical courses. Emphasizing the complex nature of bodily functions, the course reviews normal physiology and provides a bridge to the concepts of pathophysiology that underlie dysfunction and disease. Clinical applications enhance understanding and introduce the skill of clinical reasoning.

Credits: 2.00

PA 550: Principles of Medical Science III

This is the last of three courses which provide the physiologic foundation for clinical courses. Emphasizing the complex nature of bodily functions, the course reviews normal physiology and provides a bridge to the concepts of pathophysiology that underlie dysfunction and disease in geriatrics, women's health, pediatrics, emergency medicine, and surgery while refining clinical reasoning skills.

Credits: 2.00

PA 551: Pharmacology and Therapeutics I

This is the first in a series of three courses to provide PA students with basic knowledge in pharmacology and therapeutics. Principles of pharmacodynamics, pharmacokinetics, and clinical therapeutics are discussed for applications to primary care practice.

Credits: 3.00

PA 552: Pharmacology and Therapeutics II

The second in a series of three courses, this course provides PA students with basic knowledge in pharmacology and therapeutics. Principles of pharmacodynamics, pharmacokinetics, and clinical therapeutics are discussed for applications to primary care practice.

Credits: 2.00

PA 553: Pharmacology and Therapeutics III

The third in a series of three courses, this course provides PA students with basic knowledge in pharmacology and therapeutics for specific patient populations. Principles of pharmacodynamics, pharmacokinetics, and clinical therapeutics across the lifespan are discussed for applications to primary care practice.

Credits: 2.00

PA 554: Biopsychosocial Issues in Patient Care

This course introduces the PA student to the biopsychosocial model of patient care. Covering topics ranging from normal psychological development and human sexuality across the lifespan to responses to stress, injury, illness, and death, the course also introduces psychiatric disorders common to primary care practice.

Credits: 5.00

PA 556: Clinical Medicine I

This is the first of two courses designed to prepare the PA student with a body-system, problem-oriented approach to diseases encountered in primary care. Discussion of the etiology, epidemiology, pathophysiology, clinical manifestations, and diagnostic studies for common disorders allows the PA student to problem solve through clinical reasoning.

Credits: 5.00

PA 557: Clinical Medicine II

This is the second of two courses designed to prepare the PA student with a body-system problem-oriented approach to diseases encountered in primary care. Discussion of the etiology, epidemiology, pathophysiology, clinical

manifestations, and diagnostic studies for common disorders allows the PA student to problem solve through clinical reasoning.

Credits: 5.00

PA 558: Topics in Clinical Practice

The course prepares the PA student for clinical rotations through lecture and a problem-oriented approach to disorders in geriatrics, women's health, pediatrics, emergency medicine, and surgery.

Credits: 5.00

PA 559: Clinical Skills I

This is the first of three courses designed to prepare the PA student with a problem-oriented, clinical approach to the evaluation, diagnosis, and management of common primary care disorders. The course uses clinical reasoning and clinical skills application laboratories based on clinical scenarios to facilitate skill development.

Credits: 2.00

PA 560: Clinical Skills II

This is the second in a series of three courses designed to prepare the PA student with a problem oriented, clinical approach to the evaluation, diagnosis, and management of common primary care disorders. The course uses clinical reasoning and clinical skills laboratories based on clinical scenarios to facilitate skill development.

Credits: 2.00

PA 561: Clinical Skills III

This is the third in a series of three courses designed to prepare the PA student with a problem oriented, clinical approach to the evaluation, diagnosis, and management of common primary care disorders. The course uses clinical reasoning and clinical skills laboratories based on clinical scenarios to facilitate skill development.

Credits: 4.00

PA 629: Adult Medicine Rotation

The Medicine Rotation is a clinical course that provides the PA student with adult patient care experience under the supervision of a licensed medical practitioner. Students apply knowledge and skills learned in the didactic year to patient evaluation, and begin to apply patient management strategies to patients in an assigned clinical setting.

Credits: 5.00

PA 630: Pediatrics Rotation

The Pediatrics Rotation is a clinical course that provides the PA student with pediatric patient care experience under the supervision of a licensed medical practitioner. Students apply knowledge and skills learned in the didactic year to patient evaluation, and begin to apply patient management strategies to patients in an assigned clinical setting.

Credits: 5.00

PA 631: Women's Health Rotation

The Ob-Gyn Rotation is a clinical course that provides the PA student with prenatal and gynecologic patient care experience under the supervision of a licensed medical practitioner. Students apply knowledge and skills learned in the didactic year to patient evaluation, and begin to apply patient management strategies to patients in an assigned clinical setting.

Credits: 5.00

PA 632: Behavioral Health Rotation

The Psychiatry/Behavioral Health Rotation is a clinical course that provides the PA student with psychiatric/behavioral health patient care experience under the supervision of a licensed medical practitioner. Students apply knowledge and skills learned in the didactic year to patient evaluation, and begin to apply patient management strategies to patients in an assigned clinical setting.

Credits: 5.00

PA 633: Surgery Rotation

The Surgery Rotation is a clinical course that provides the PA student with surgical patient care experience under the supervision of a licensed medical practitioner. Students apply knowledge and skills learned in the didactic year to patient evaluation, and begin to apply patient management strategies to patients in an assigned clinical setting.

Credits: 5.00

PA 634: Emergency Medicine Rotation

The Emergency Medicine Rotation is a clinical course that provides the PA student with patient care experience in an emergency department setting under the supervision of a licensed medical practitioner. Students apply knowledge and skills learned in the didactic year to patient evaluation, and begin to apply patient management strategies to patients in an assigned clinical setting.

Credits: 5.00

PA 635: Primary Care Practicum I

The Primary Care Practicum I is a clinical course that provides the PA student with patient care experience in an ambulatory medicine setting under the supervision of a licensed medical practitioner. Students refine clinical skills learned in preparation for practice and increase knowledge of disease mechanisms and patient management for common primary care disorders.

Credits: 10.00

PA 636: Graduate Project I

Graduate Project I is a variable credit course, 3-6 quarter credits, intended to prepare the PA student for the development of a project related to the candidate's research interests. The Graduate Project I course provides the PA student an opportunity to creatively address a proven deficiency in the realms of clinical medicine such as patient or medical provider educational material.

Credits: 3.00

PA 637: Primary Care Practicum II

The Primary Care Practicum II is a clinical course in which PA students continue to progress to higher levels of clinical responsibility for patient evaluation and management as clinical skills, medical knowledge, and professional confidence coalesce under the supervision of licensed medical practitioners. This course is the final clinical experience in the PA professional training program.

Credits: 10.00

PA 638: Graduate Project II

Graduate Project II is a supervised independent study course of variable credit, 3-6 quarter credits, in which the PA student further develops, implements, and evaluates the project proposed in the Graduate Project I course. Continued review and critique of the literature related to the project are required. The PA student works with an assigned faculty advisor for guidance and feedback.

Credits: 3.00

PA 640: Clinical Practicum

OPTIONAL: This elective, five to ten (5-10) quarter credit clinical course provides a forum for a trained PA to acquire knowledge and patient care experience in a clinical specialty. Through supervised clinical practice and review of current relevant literature, the PA on the clinical practicum will develop foundational clinical skills and knowledge in the subspecialty studied.

Credits: 5.00 to 10.00

APPENDIX F

The following attire guidelines are required in all student educational settings:

General Standards

- Good, personal hygiene is to be maintained at all times. This includes regular bathing, use of deodorants/antiperspirants, and regular dental hygiene.
- Avoid or minimize perfume or cologne (they may cause allergic reactions in patients or peers).
- Clothes are to be in good repair, clean, and allow for adequate movement (not tight) for clinical training and patient care.
- No midriff tops, halters, translucent or transparent tops, shirts or tops with low-cut necklines, or tank tops.
- Garments that show the trunk with movement should not be worn.
- Undergarments should not be visible, even with movement. Examples include, but are not limited to thongs, bra straps, shorts, or camisole.

Hair

- Should be neat... When in doubt, wear it back.
- Natural human color.
- Men's beards are acceptable, but must be neatly trimmed.

Nails

- Clean and trimmed (no artificial/acrylic nails).

Shoes

- Comfortable, clean, and in good repair.
- Clogs are acceptable.
- Hiking boots are acceptable in the winter.

Jewelry

- No facial piercing.
- The following are permitted: a watch, up to three rings, small earrings of either small hoops or studs (large earrings are distracting and may be pulled through the ear), academic
- pin/s, other pins, badges, or insignias which represent an award or health care message, minimum of bracelet/s and necklaces or chains (up to two each).

Within the clinical laboratory and patient encounter settings, all of the above will be required plus:

- No sandals or open toed shoes, high-heeled, or canvas shoes (blood or needles may penetrate the fabric).
- Shoes should be closed-toe (no sandals) to protect from potential sharp and crush injuries.
- Clean sneakers with scrubs are acceptable only in the surgical or laboratory settings.
- Socks or hose to be worn at all times.
- Shoulder length hair must be secured to avoid interference with work or patient care.

- No excessive jewelry (to decrease risk of cross-infection; or that may be pulled by angry or confused patients)
- No artificial nails.
- Muted tones of nail polish.

Within the clinical settings where students and patients interact (emergency room observations, hospitals, clinics, rotation and practicum sites) the following additional professional attire will be required unless otherwise designated by the clinical preceptor (Example: pediatrics or psychiatry settings may require more casual attire if directed by the student's preceptors)

Men

- Short, white consultation-length jackets (no three-quarter or full-length laboratory coats) with appropriate, official student identification.
- Neckties are mandatory.
- No jeans, cutoffs or cargo pants.

Women

- Short, white consultation-length jackets (no three-quarter or full-length laboratory coats) with appropriate, official student identification.
- Professional-appearing blouses or sweaters.
- Low cut or clinging shirts, sweaters or blouses are inappropriate.
- Skirts should be no more than three inches above the knee.
- No clam-digger or Capri pants, jeans, cargo pants or leggings without skirts.

Clinical supervisors, preceptors, or PA faculty reserve the right to dismiss from a clinical or educational site any student who is not appropriately attired. That action may result in requiring further professional, developmental training for the student, and may also interfere with graduation in a timely manner or even completion of program.

Anatomy Laboratory Attire Policies

- Studying anatomy on human cadavers is a privilege that should not be taken lightly. It is expected that students will treat the cadavers with respect and will not engage in any inappropriate conversations and/or behavior. Taking pictures and/or videos inside the gross anatomy laboratory is strictly forbidden. Any student who violates this policy will be dismissed from the laboratory session and may receive a failing grade for the course.
- Any student with a respiratory problem, or who thinks they may be pregnant should consult their physician prior to participating in the anatomy lab activities.
- Contact lenses should not be worn in the anatomy lab as they can absorb chemical vapors in the air.
- All students are required to wear either safety glasses or safety goggles while in the laboratory.
- All students are required to wear a laboratory coat or hospital scrubs while in the laboratory.
- All students are required to wear closed toed shoes. Students are not allowed to wear any type of open toed shoes such as sandals or flip-flops in the lab.
- When studying prosected material all students must wear appropriate nitrile examination gloves.

- i. Emergency body and eye wash stations are located in the lab and should be used immediately if contamination occurs.
- j. No eating or drinking is allowed in the Human Gross Anatomy Laboratory.
- k. It is expected that students will clean up the laboratory following completion of all labs.

Any student who does not have appropriate lab attire will not be allowed to participate in any Human Gross Anatomy lab activities scheduled for that lab session.

APPENDIX G Selected Contact Information

Drexel Libraries: <https://www.library.drexel.edu/locations>

PA Program: 1601 Cherry Street, 6th floor, Philadelphia, PA

NAME	TELEPHONE	EMAIL
Banning, Adrian	267-359-5775	Asb35@drexel.edu
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Venuti, Sandra	267-359-5743	Sv25@drexel.edu
Wolfe, Justin	267-359-5759	Jaw378@drexel.edu

Drexel Central

Electronic questions: Ask.Drexel.Edu

215-895-1600

<http://drexel.edu/drexelcentral/about/contact/>

Drexel Central will assist students in successfully navigating the administrative functions of the university's billing, financial aid and registration processes.

Drexel Central has four offices across three campuses along with a fully staffed third-party call center and fully integrated e-mail communications system. No matter where you are, a Drexel Central representative will be available to discuss any questions or comments you have.

Drexel Central has offices in the following locations:

- University City Campus - Suite 106, Main Building
- Center City Campus - New College Building, Room 1142
- Queen Lane Campus - Room G-27
- School of Law - Room 451, Earle Mack Law Building

Office of Student Life

(215) 762-1400 New College Building, Suite 1106

<http://drexel.edu/studentlife/>

Center for Learning and Student Academic Success

215-762-8121 New College Building, Suite 1602

http://drexel.edu/studentlife/student_family_resources/class/

Tutoring Services

http://drexel.edu/studentlife/student_family_resources/class/tutoring/

Student Counseling Center

(215) 762-7625, Bellet Building

http://drexel.edu/studentaffairs/support_health_services/cc_ucmc/

Student Health Center

(215) 895-5800 3201 Arch Street, Suite 240

http://drexel.edu/studentaffairs/support_health_services/Overview/

Office of Financial Aid

215-895-2537 New College Building, Suite 1142

<http://drexel.edu/drexelcentral/finaid/forms/>

Financial Aid Academic Progress Policy

<http://drexel.edu/drexelcentral/finaid/forms/losing-eligibility/satisfactory-academic-progress/>

Office of Student Accounts/Bursar

215-762-8498 New College Building, Suite 1142

Bursar@drexel.edu

<http://www.drexel.edu/bursar/>

Office of the Registrar 215-762-7601 New College Building, Suite 1142

(Center City Campus)

215-762-8593 - Assistant Registrar

215-762-7602 - Registration

215-762-7602 - Transcript & Certification

215-762-4313 - FAX

<http://www.drexel.edu/provost/registrar/>

Student Immunization Program

http://www.drexel.edu/studentaffairs/support_health_services/health_insurance_immunizations/

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