DREXEL UNIVERSITY
Physician Assistant Department
College of Nursing and Health Professions

STUDENT HANDBOOK
Class of 2027

PHILADELPHIA, PENNSYLVANIA

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GENERAL INFORMATION

ACCREDITATION

Accreditation by the Middle States Commission on Higher Education of the Middle States Association of Colleges and Schools: Drexel University is fully accredited by the Middle States Commission on Higher Education representing the highest level of recognition awarded to colleges and universities.

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

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be June 2026. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

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 students. The various course syllabi and the handbooks of the College of Nursing and Health Professions (CNHP) and Drexel University as well as the PA handbook 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* and the policies of CNHP. The policies delineated in this handbook are largely DUPAP specific, are operational in addition to the University and College policies, but do not supersede the policies of the University of 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.

Every student is required to act in compliance with all policies of the University, College, and DUPAP, regardless of location as the policies and regulations of the University and College, are both necessary and represent 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. The University and Program also reserve the right to amend this handbook and change or delete any existing rule, policy, procedure or add new rules, and policies at any time throughout the clinical phase and without prior notice. The student will be notified via email or Blackboard Learn of any changes

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 Ethical Conduct

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, non-maleficence, 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

MISSION OF THE PA PROGRAM

The mission of the 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 in relation 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.

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 (effective September 1, 2025).

Catherine Nowak, MS, PA-C, DFAAPA
Interim Program Director and Chair
Clinical Professor

Ellen Feld, MD
Medical Director
Clinical Professor

Joan Ward, DMS, MS, PA-C
Director of Accreditation
Associate Clinical Professor

Allison Rusgo, PA-C, PhD
Director, Didactic Education
Associate Clinical Professor

Ryan Clancy, MSHS, MA, PA-C, DFAAPA
Director, Clinical Education
Associate Clinical Professor

Samantha Werman, MMS, PA-C
Co-Director of Clinical Education
Assistant Clinical Professor

Megan E. Schneider, MMS, MSPH, PA-C
Didactic Curriculum Coordinator
Associate Clinical Professor

Daniela Livingston, MD, PA-C
Assistant Clinical Professor

Charles Stream, MPH, PA-C
Associate Clinical Professor

Juanita Gardner, MPH, PA-C
Assistant Clinical Professor

Courtney Geis Ercole, MSW, MHS, PA-C
Assistant Clinical Professor

Michelle Umstead, MS, PA-C
Assistant Clinical Professor

Corina Gamber, MS, PA-C
Assistant Clinical Professor

Kevin Nguyen, PharmD, BCIDP
Assistant Clinical Professor

Vincenta Montgomery, DMSc, PA-C
Assistant Clinical Professor

Denise Mielechowski, BS
Program Business Manager

Martha Davis, BA
Assistant Director, Admissions and Clinical Education

Nickole Harris
Clinical Support Coordinator

Raina Stewart, MS
Academic Program Coordinator II

A 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 some of 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. The program offers several experienced full-time faculty of PA educators and support staff to guide students through both didactic and clinical training. 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.

Since August 2022, Drexel University PA Program has been located in the newly constructed Health Sciences Building on Drexel's main campus in University City. Drexel is a leading destination for learners, clinicians, researchers and industry partners. The University City section of Philadelphia is home to the University of Pennsylvania and several hospital locations. It is a vibrant part of the city with a growing number of restaurants and well-being spaces.

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) and course-specific learning objectives. Additional services include program Faculty Advisors, library services, and student health. The university provides approved educational accommodations for those students with documented needs, tutorial services, study skills assessment and training. Students also receive access to individual and family counseling, an official university email account, internet-accessible classrooms, complimentary, downloadable, educationally related software, bookstore services, access to fitness/wellness facilities, and a variety of student government and 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 used 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 academic or professional 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. 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 amas an immense fund of medical knowledge and be proficient in numerous psychomotor skill 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 student had demonstrated to the faculty that they are 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 employ various 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 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. 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 rely on 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 collaborating physicians. Such assignments represent ways to further the internalization of a body of knowledge because, to present well, one must know the material thoroughly.

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 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; with diligent effort utilizing dependable study skills, the student will be able to give substance to the levels of knowledge needed in specific areas.

Throughout the program, every student will take many computer-based quizzes and exams using methodologies such as multiple choice, fill-in-the-blank, labeling, matching, short answer, and essay questions. There will also be oral examinations, practical examinations, 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 opportunity; becoming proficient in test taking helps to ensure the maximum benefit from each experience.

PROGRAM TECHNICAL STANDARDS

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.

APPROVED ACADEMIC CALENDAR

Drexel University PA Program operates on Drexel University's quarter calendar system, which consists of four three-month terms.

The quarter calendar lists university holidays, class start/end dates, final exam dates, add, drop, withdraw dates and other important information.

More information about Drexel University's academic calendar is located here..

During the clinical phase of training, students' clinical placement schedules align with the Drexel University Academic calendar with the understanding that students are required to follow the schedule outlined by their clinical site placements.

STUDENT RESOURCES AND INFORMATION

Computer Assistance
Visit the Information Technology website here, call the IT Helpdesk at (215)895-2020, email: consult@drexel.edu

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.

Bookstore
Rally House at Drexel University is the official University bookstore and the best place to purchase Drexel-branded apparel and course materials. Students can shop in person (3250 Chestnut Street, Philadelphia, 19104) or online. Additionally, eCampus, an online bookstore, is Drexel University's official course material provider. Students have the option to ship-to Rally House at Drexel University for pick-up (3250 Chestnut Street, Philadelphia, 19104), or to ship to home. More information about the bookstore and campus materials can be found here.

Drexel University Library Services
The Libraries offer a variety of services and resources to the Drexel University community including reservable study spaces, equipment, course reserves, and authoritative information resources. The Drexel University Libraries provides numerous in-person and virtual services to support students with their coursework and research. The W.W. Hagerty Library is located on the University City Campus (3300 Market Street, Philadelphia, PA 19104). More information is available here regarding Drexel Libraries.

Culture and Community
The Culture and Community of Drexel University provides resources that foster awareness, education, and knowledge to ensure that every member of the community feels empowered to remain true to themselves and pursue every opportunity to succeed and thrive. Drexel University maintains its commitment to shaping a united University dedicated to building a better word for us all through the transformative power of education.

Public Safety and Crime
The Drexel University Department of Public Safety works diligently to foster and maintain a safe environment for students, faculty, staff, visitors, and neighbors. The department's holistic and community-oriented approach to safety includes foot, bike, and vehicle patrols, a state-of-the-art dispatch center 24/7, walking escort services, DREXELALERT text messages to relay timely information, the Drexel Guardian app, and other safety technologies, and robust community engagement. To report a crime, one can either call 911 or 215-895-2222 which will connect to the

dispatch center (TTY: 445-221-5436). The Drexel Guardian app can also be used for reporting. For more information about these public safety resources, policing and security, communications and operations, crime reports, or to submit a report or request, please see the Drexel University Office of Public Safety website.

In Case of Emergency:
Drexel Counseling Center (University City Campus): 215-895-1415
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 Click here for more information.

The Center for Learning and Academic Success Services
The Center for Learning and Academic Success Services (CLASS) empowers students to develop skills and strategies that foster academic success and personal growth through purposeful interactions with peer and professional staff.

Spiritual and Religious Life
The Office of Spiritual and Religious Life, the Student Center for Culture and Community, and the Office of Campus Engagement collaborate with students and campus or community chaplains to cultivate a culture of mutual respect for the variety of faith traditions on campus. Spiritual and Religious Life

Student Health Center University City Science Center
3401 Market Street, Suite 105B, Entrance 34th Street across from DAC, Click here for more information.

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. Visit https://drexel.edu/coas/academics/university-writing-program/drexel-writing-center/ to make an appointment.

Office of Counseling and Health 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. Click here for the Counseling Center.

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 3141 Chestnut Street, Suite 228, Philadelphia, PA 19104, (phone) 215-895-1401, (TYY) 215-895-2299, (fax) 215-895-1402, email; disability@drexel.edu.

COURSE OF STUDY

The intensive curriculum consists of 117 quarter credit hours of professionally related coursework over a continuous, 27-month period. The curriculum is divided into 12 months of didactic courses followed by 15 months of supervised clinical practice

PA curriculum

Core Requirements

PA 540	Clinical Anatomy	5.0
PA 542	Patient Communication	2.0
PA 543	Ethical Issues in Physician Assistant Practice	2.0
PA 544	Clinical Assessment	5.0
PA 545	Physician Assistant Practice	1.0
PA 546	Health Policy for Physician Assistant Practice	2.0
PA 547	Evidence Based Medicine for Physician Assistants	3.0
PA 548	Principles of Medical Science I	2.0
PA 549	Principles of Medical Science II	2.0
PA 550	Principles of Medical Science III	2.0
PA 551	Pharmacology and Therapeutics I	3.0
PA 552	Pharmacology and Therapeutics II	2.0
PA 553	Pharmacology and Therapeutics III	2.0
PA 554	Biopsychosocial Issues in Patient Care	5.0
PA 556	Clinical Medicine I	5.0
PA 557	Clinical Medicine II	5.0
PA 558	Topics in Clinical Practice	5.0
PA 561	Clinical Skills III	4.0
PA 562	Clinical Skills Lab I	1.0
PA 563	Clinical Reasoning Lab I	1.0
PA 564	Clinical Skills Lab II	1.0
PA 565	Clinical Reasoning Lab II	1.0
Competency Assessment [*]		**0.0-2.0**
PA 570	Clinical Assessment Competency	
PA 571	Competency for Clinical Training	
Clinical Year Rotation Courses [**]		
PA 629	Internal Medicine Rotation	5.0
PA 630	Pediatrics Rotation	5.0
PA 631	Women's Health Rotation	5.0
PA 632	Behavioral Medicine Rotation	5.0
PA 633	Surgery Rotation	5.0
PA 634	Emergency Medicine Rotation	5.0
PA 639	Family Medicine Rotation	5.0
PA 644	Flex Core Clinical Rotation	5.0
Practicum		
PA 635	Primary Care Practicum I	10.0
Capstone Experiences		
PA 636	Graduate Project I	3.0
PA 638	Graduate Project II	3.0
Total Credits		**117.0-119.0**

[*] PA 570 and PA 571- These courses are provisional courses for students who need to assess skills upon return from a leave of absence.

[**] The sequencing of the eight (8) clinical rotations will vary for individual students, but all students must complete all eight rotations.

COURSE DESCRIPTIONS

PA 540 Clinical Anatomy 5.0 Credits
This five (5) credit lecture and laboratory course is tailored to the specific needs of physician assistant students. It reviews the fundamentals of gross anatomy, and discusses the relationships between structure and function in a regional anatomy approach and major clinical applications of anatomic relationships. Material is coordinated with the PA 544 Clinical Assessment course.

PA 542 Patient Communication 2.0 Credits
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.

PA 543 Ethical Issues in Physician Assistant Practice 2.0 Credits
This is a lecture and seminar course addressing ethical and professional issues in Physician Assistant 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.

PA 544 Clinical Assessment 5.0 Credits
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.

PA 545 Physician Assistant Practice 1.0 Credit
Physician Assistant Practice is a one (1) credit lecture course that introduces the concept, history, and future directions of the PA profession, and discusses professional practice issues and theories of leadership applicable to PA practice. Stewardship and strategies for effecting change as a leader are discussed in the context of cases applicable to PA professional settings.

PA 546 Health Policy for Physician Assistant Practice 2.0 Credits
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 Physician Assistants in the health care system are examined along with issues related to malpractice, reimbursement, and quality assurance.

PA 547 Evidence Based Medicine for Physician Assistants 3.0 Credits
This is a three (3) quarter credit course designed to introduce PA students to evidence-based medicine, epidemiologic principles and research methodologies for application to primary care clinical practice. The course content includes an overview of epidemiologic and research concepts, ethics and the roles of politics and culture in research, quantitative and qualitative research methods and designs; and levels of scientific evidence for clinical practice. Through evaluation of published research and national practice guidelines, the skills of evidence-based practice are introduced. The

course is lecture-based and utilizes cooperative learning strategies to engage students in individual and group inquiry learning outside the classroom.

PA 548 Principles of Medical Science I 2.0 Credits
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.

PA 549 Principles of Medical Science II 2.0 Credits
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.

PA 550 Principles of Medical Science III 2.0 Credits
This course 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.

PA 551 Pharmacology and Therapeutics I 3.0 Credits
This is the first in a series of three courses to provide Physician Assistant students with basic knowledge in pharmacology and therapeutics. Principles of pharmacodynamics, pharmacokinetics, and clinical therapeutics are discussed for applications to primary care practice.

PA 552 Pharmacology and Therapeutics II 2.0 Credits
This is the second in a series of three courses to provide Physician Assistant students with basic knowledge in pharmacology and therapeutics. Principles of pharmacodynamics, pharmacokinetics, and clinical therapeutics are discussed for applications to primary care practice.

PA 553 Pharmacology and Therapeutics III 2.0 Credits
The third in a series of three courses, this course provides Physician Assistant 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.

PA 554 Biopsychosocial Issues in Patient Care 5.0 Credits
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.

PA 556 Clinical Medicine I 5.0 Credits
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.

PA 557 Clinical Medicine II 5.0 Credits
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.

PA 558 Topics in Clinical Practice 5.0 Credits
The course prepares the PA student for clinical rotations though lecture and a problem-oriented approach to disorders in geriatrics, women's health, pediatrics, emergency medicine, and surgery.

PA 561 Clinical Skills III 4.0 Credits
This is the third in 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.

PA 562 Clinical Skills Lab I 1.0 Credit
This is the first of two 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.

PA 563 Clinical Reasoning Lab I 1.0 Credit
This is the first of two 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 based on clinical scenarios to facilitate skill development.

PA 564 Clinical Skills Lab II 1.0 Credit
This is the second in a series of two 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 skills application laboratories based on clinical scenarios to facilitate skill development.

PA 565 Clinical Reasoning Lab II 1.0 Credit
This is the second in a series of two 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 application laboratories based on clinical scenarios to facilitate skill development.

PA 570 Clinical Assessment Competency 1.0 Credit
Clinical Assessment Competency is a required course for any PA student who experiences an

interruption in the usual sequence of didactic and clinical training. The course provides the forum for the student to demonstrate competencies in knowledge and skills germane to clinical assessment requisite to patient evaluation and clinical practice.

PA 571 Competency for Clinical Training 1.0 Credit
Competency for Clinical Training is a one-credit pass/fail course required for any physician assistant student who experiences an interruption in the usual sequence of didactic or clinical training in the program after the second quarter. The course provides the forum for the student to demonstrate competencies requisite for continued didactic and/or clinical training. The PA student undertakes supervised, independent study guided by identified areas of individual need to meet the course competencies.

PA 629 Internal Medicine Rotation 5.0 Credits
The Internal 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.

PA 630 Pediatrics Rotation 5.0 Credits
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.

PA 631 Women's Health Rotation 5.0 Credits
The Women's Health rotation is a clinical course that provides the student with prenatal and gynecological patient care experience under the supervision of a licensed medical provider. Students apply knowledge and skills leaned in the didactic year to patient evaluation and begin to apply patient management strategies to patients in an assigned clinical setting.

PA 632 Behavioral Medicine Rotation 5.0 Credits
The Behavioral Medicine 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.

PA 633 Surgery Rotation 5.0 Credits
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.

PA 634 Emergency Medicine Rotation 5.0 Credits
The Emergency Medicine Rotation for the clinical phase PA student provides experiential learning opportunities to a wide variety of emergency health care problems in an emergency department

setting and to understand the principles of emergency medicine. Students are introduced to medical and surgical problems commonly encountered in the emergency department setting. The emphasis is on gaining outpatient procedural skills, triage patients, and learning to recognize and begin treatment of emergent medical and surgical problems.

PA 635 Primary Care Practicum I 10.0 Credits
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.

PA 636 Graduate Project I 3.0 Credits
Graduate Project I is a three (3) credit course intended to prepare the graduate candidate for the development of a project that is related to the candidate's research interests. The Graduate Project provides students with the opportunity to creatively address a proven deficiency in the realms of clinical medicine, educational medicine (patient or medical provider material), or any other area that will further the student's and the profession's knowledge and/or resource base.

PA 638 Graduate Project II 3.0 Credits
Graduate Project II is a three (3) credit course sequenced after the Graduate Project I course in which the graduate student further develops and implements the project proposed in the Graduate Project I course. Continued review and critique of the literature related to the topic area are required to expound the project. The student works with a faculty advisor who will provide guidance and feedback.

PA 639 Family Medicine Rotation 5.0 Credits
The Family medicine course is a clinical course that provides the PA student with patient care experience in an ambulatory family 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.

PA 644 Flex Core Clinical Rotation 5.0 Credits
The Flex Core Clinical Rotation is a clinical course that provides the PA student with one of the seven core rotations (behavioral medicine, women's health, pediatric medicine, emergency medicine, family medicine, internal medicine, surgery or urgent care setting) health patient care experiences 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.

PA 680 Summative Remediation 1.0 Credit
Summative Remediation is one credit course which provides an intensive review of major topics covered in the didactic and clinical phases of the PA program for any PA student who has not achieved minimum passing grades on two administrations of the Summative Examination /OSCE.

PA Degree Requirements and Course Descriptions

CENTER FOR INTERPROFESSIONAL CLINICAL SIMULATION & PRACTICE

The College of Nursing & Health Professions faculty offer simulation experiences for students within the CICSP and other learning labs. Simulation experiences include task trainers, standardized patients, 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) and faculty with mentorship and debriefing.
Confidentiality is essential to the learning process with simulation. **Students are asked not to discuss events of simulations or debriefings with other students.** As a leader in simulation education, the College of Nursing & Health Professions participates with members of outside institutions in educating healthcare professionals, academics, and 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. More information on CICSP here.

The Program uses 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.

STUDENT POLICIES

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 always comply 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 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 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.

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).

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, non-verbal, or written 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 Student Conduct

ACADEMIC AND PROFESSIONAL ADVISORS

Each student is assigned two advisors—a faculty member from the PA program and a support professional from CNHP. These individuals guide and mentor students throughout their tenure in the program. Academic and professional advising cultivates collaborative relationships to guide students through their development within an inclusive environment, educating and empowering them to make informed decisions for success. Meetings will be scheduled with the faculty advisor at least once per quarter and as needed throughout the didactic and clinical components of the curriculum. Please see Academic Advising for more information on the CNHP Academic Advisors.

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 their advisor(s) promptly. Communication is an important aspect of professional development. Although the graduate 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 professional advisor aware that a difficult situation exists. Ongoing communication between the student and his or her professional advisor will ensure that the PA Program can be responsive to the needs of individual student situations or change in status.

The role of the professional 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 professional 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 professional advisor. The student and professional advisor should review the potential need for additional intervention to address the student's substandard academic or professional performance.

Additional Student-Oriented Resources
   a. Interim Program Director and Chair, Catherine Nowak, cmn77@drexel.edu
   b. Student Counseling Center (215-895-1415 or counseling@drexel.edu)
   c. The Center for Learning and Academic Success Services

ATTENDANCE POLICY

Attendance and active participation in all scheduled lectures, laboratories, seminars and class meetings are essential components of the curriculum. These sessions are designed to foster clinical reasoning, professional development, and collaborative learning, and therefore attendance is mandatory.

Attendance Tracking

a. Attendance in required sessions will be monitored using an electronic tracking system.
b. Students are required to sign in using their mobile device at the beginning of each session via a QR code.
c. Failure to sign in will be recorded as an absence unless otherwise communicated to the course director during the class period (e.g., technological issue with QR code, lack of access to a cell phone).
d. A student must only access the QR code ONCE per class period; signing in on behalf of a classmate is considered a violation of the Student Code of Conduct
e. Attendance in labs and seminars will be tracked by the faculty leader

Absence Notification

If a student is unable to attend a scheduled session, they must notify the Course Director or the designated Lab/Seminar Leader via email within two hours of the scheduled start time; failure to do so will result in an unexcused absence.

After the third excused absence, a course director may communicate with the student to discuss professionalism and related concerns.

This communication should **NOT** include any medical/health or other related documentation

Unexcused Absences

At the discretion of the course director, if a student fails to attend a session and does not communicate with the appropriate faculty member beforehand:

a. The student may receive an email from the Course Director or Seminar/Lab Leader within 2 business days
b. The student may be required to meet with the Course Director/Faculty Leader within 5 business days to discuss the importance of attendance and professionalism.
c. The incident may be documented by the Student Progress Review Committee (SPRC)

Repeated Absences

a. If a student accumulates three (3) or more unexcused absences in a specific course or lab within a single academic quarter, this may result in:
b. A formal review by the SPRC.
c. Placement on Professionalism Probation, which could impact the student's standing in the program.

Attendance is required for all written examination/quiz, verbal presentation, Observed Standardized Clinical Encounter (OSCE), Standardized Patient (SP) experience, clinical skills testing, and other

activities at the discretion of Program faculty and leadership. A student will fail/receive a zero if they miss any of the scheduled evaluations unless approved by the course director in advance of the absence. The student will be permitted to make up the missing evaluation if approved.

If a student is ill for a seminar or lab, it is that student's responsibility to learn the missed material. If a student in the didactic phase must be absent or late for any reason, it is the student's responsibility to:
a. Contact via email or phone on each day of absence
b. Course director, seminar, or laboratory instructor(s)
c. Preceptor(s) (when at clinical phase sites)

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 the course directors from whose courses the student has been absent
b. Reschedule times with the course directors for make-up of any excused examinations

Absence for prolonged or excessive illness adversely effects a student's learning and jeopardizes mastery of the required knowledge, skills, and experiences needed to successfully progress or complete training as a PA. See Drexel University's policy on absences.

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 email each day:
a. The Clinical Coordinator
b. Contact the clinical site preceptor(s) or site contact person(s)

STUDENT IDENTIFICATION AND BUILDING ACCESS

a. The DragonCard is the official University ID card for students, faculty and professional staff and must be carried at all times while on university-owned property. More information and office locations can be found here.

b. Drexel University maintains strict policies regarding building access on the University City Campus. All students are required to follow the procedures outlined in the University City Campus Building Access Guidelines. Additionally, most Drexel University buildings are equipped with card readers to allow individuals with a Drexel Identification Card (known as a DragonCard) to enter. Individuals may be asked to produce their DragonCard upon request from a Public Safety officer or other university official when on or in any University-owned property. Access control privileges are determined by university administrators based on specific needs and requirements of the University and the cardholder. Individuals are not permitted to use someone else's DragonCard, lend their card to anyone or tamper with it in any way. The cardholder is responsible to report immediately a lost or stolen card or one that fails to operate correctly.

ADDITIONAL STUDENT INFORMATION AND RELATED POLICIES

Alcohol
Drexel University's policy regarding alcohol is consistent with the laws of the Commonwealth of Pennsylvania. This policy along with violations of the University Alcohol policy and sanction guidelines can be found here.

Drugs
Drexel University prohibits the possession and/or use of narcotics or drugs other than those medically prescribed, properly used, properly secured, and in the original container (hereafter: Drugs). Drugs and drug paraphernalia will be confiscated if found on University property. Paraphernalia is defined as anything used to consume/distribute/ handle/prepare/use drugs. A detailed description of this policy along with violations of the policy and sanction guidelines can be found here.

Smoking
In alignment with The Commonwealth of Pennsylvania's Clean Indoor Air Act (CIAA), Drexel University prohibits smoking in all university buildings and within 20 feet of entrances, windows, and air intakes.

Weapons
Per Drexel University Security Guidelines, the University prohibits the possession or use of any weapons capable of inflicting serious bodily injury on any and all University buildings and property, including vehicles parked in our garages and on our lots. Per Drexel University policy, only certain individuals approved by the University may be given authority to carry, keep, and handle pistols, firearms, and/or ammunition.

ATTIRE GUIDELINES

The following attire guidelines are required in all students educational settings:
   a. Good personal hygiene must be maintained.
   b. Clothes are to be in good repair and clean
   c. Hair must be worn in such a way that it is kept out of clean/sterile fields and allows students to adequately observe medical findings
   d. Facial hair is acceptable but must be neatly trimmed
   e. Nails must be clean and trimmed
   e. Shoes must be comfortable, clean, and in good repair. Clogs are acceptable.
   f. Avoid or minimize perfume or cologne (they may cause allergic reactions in patients or peers).
   g. When selecting jewelry take into consideration the need to remove jewelry to maintain sterility, the risk of jewelry being lost when needing to remove it during clinical/simulation/lab encounters, and the risk of jewelry being damaged or causing injury if pulled on or manipulated during patient care.

Within the **laboratory** settings (e.g., Standardized Patient encounters in the Center for Interprofessional Clinical Simulation and Practice, clinical assessment/skills lab), all of the above will be required plus:

   a.   No sandals or open-toed shoes to protect from potential sharp and crush injuries.

b. Clean sneakers with scrubs are acceptable

Anatomy Laboratory Policies
a. Dissection of the human body is a privilege extended to only a select group of students at Drexel University. Because of this unique privilege and the sensitive nature of working with human material, there is a higher level of responsibility expected of students. The lab policies are listed to make students aware of their responsibilities and assist them in deriving the most benefit from the gross anatomy laboratory experience.
b. It is expected that every student will read and be familiar with the above Drexel Human Anatomy Laboratory Policies and Procedures outlined in the course BBL shell.

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

a. Short white coat that is clean and free of wrinkles

b. Business casual attire*

c. Professional scrubs as permitted by the site

d. Close-toed shoes

*Business casual standard: Collared shirts, blouses, sweaters, slacks, skirts, dresses, dress shoes, loafers, and professional boots are acceptable. Clothing with offensive language or images, ripped or excessively distressed clothing, flip-flops, and athletic wear are not appropriate.

Clinical supervisors, preceptors, or PA faculty reserves 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.

Additional Notes:

Cultural and Religious Considerations: Head coverings, traditional cultural garments, and religious attire are always permitted. Accommodations will be made for religious or disability-related clothing needs.

Event-Specific Expectations: Business casual for academic clinical settings (see above). Business formal for professional networking, interviews, and public-facing events (e.g. AAPA challenge bowl, White Coat Ceremony, Senior Celebration). Smart casual (neat, clean, and put-together) for informal academic gatherings.

Enforcement & Support: Faculty and staff will model appropriate attire expectations. If a student has concerns or needs accommodations, they are encouraged to contact the PA Program Director.

FOSTERING CULTURE, CLIMINATE AND BELONGING

Drexel University and the College are committed to creating an environment that fosters Culture, Climate and Belonging. As a member of CNHP, the Program is committed to upholding these principles and being a place whose students, faculty, and professional staff reflect the richness of Philadelphia and the global community.

CNHP also strives to be an environment where its policies and practices ensure equitable treatment of and advancement for all, and one that creates a culture where all members of the community are welcomed and feel respected and valued as agents in their own education and professional development. Our future success depends on continuing and enhancing our commitment to these principles, enabling us to harness and sustain our creative and innovative spirit.

As per the mission of CNHP, to live our values of justice and health fairness, and for everyone across our communities to be ceaseless advocates for health as a human right, we must ensure that future healthcare providers, like PAs, have a deep sense of health disparities and what they can do to address them. As such, CNHP and DUPAP are committed to ensuring that its culture, classrooms, study areas, and work environments are places where all voices are heard, people are seen and lived experiences are honored.

The Drexel University PA Program (DUPAP) Statement of Culture, Inclusion and Belonging:
DUPAP strives to support our academic community and the mission of CNHP. We aim for students to become skillful clinicians when working with medically underserved patients. Our goal is for our future PAs understand and respond to social determinants of health.

The DUPAP Statement on Wellness
We recognize that PA students may experience stressors that can impact both their academic experience and their personal well-being. These many include instances of prohibited sexual misconduct, discrimination, harassment or retaliation, or other related concerns. Our primary goal is to support students in becoming excellent PAs by acknowledging and responding to these stressors.

If you are experiencing concerns, seeking help is a courageous thing to do; we care about you. If you are a current DUPAP student and the source of your stress is academic, please contact your faculty advisor or the PA program director so that we can find solutions together. Drexel has many Student Life services including the Office of Counseling and Health Services.

Any student who is experiencing food or housing insecurity is urged to contact the Dean of Students for support (deanofstudents@drexel.edu; 215-895-2506). We also encourage you to connect with your faculty advisor or PA program leadership. This will enable us to connect you with available resources.

SOCIAL MEDIA GUIDELINES AND POLICIES

The Drexel University PA Program recognizes the ubiquitousness of social media, including applications such as Facebook, Twitter, Instagram, and others.. As a student in the PA Program, and as a healthcare 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, in

violation of PA Program, CNHP, and University policies. 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. 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. Examples of behavior which could result in disciplinary sanctions include, but are not limited to the following:

a. **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. **Students 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.

b. **Posting program curriculum information.** Students may not share information about program curriculum or exams in any way that violates Drexel University or PA Program academic misconduct policies.

c. **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.

d. **Harassing or discriminatory postings.** Your use of social media may not violate the policies of Drexel University's Office of Civil Rights Compliance

e. **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: https://drexel.edu/it/about/policies/policies/01-Acceptable-Use/

f. **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."

g. **Copyright/trademark violations.** Seek the proper permission before posting photos, videos, or other media that you do not own.

h. **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.

HEALTH CLEARANCE AND COMPLIANCE POLICIES

To be compliant for as a student in all phases of the Program, students must complete the following compliance processes by the required due date(s). If this is not met, the student will be considered non-compliant and will not be permitted to progress through the program. Please refer to Drexel Compliance website at CNHP Clinical Compliance for all specific information with questions directed to cnhpcompliance@drexel.edu.

HEALTH INSURANCE
All students MUST provide proof of health insurance prior to matriculation. Each student's personal health insurance policy must remain active throughout their participation in the program. Students will be automatically enrolled in Drexel University's student health insurance unless coverage is waived per the University's criteria. Additional information regarding student health insurance requirements can be accessed here.

Students are financially responsible for the cost of all health care services they may require while enrolled in the program, including any health care services required as a result of their participation in scheduled program activities (e.g., TB testing, immunizations, treatment of injuries, pathogen exposure evaluation and treatment).During the clinical phase of training, students are required to carry their insurance card with them to each clinical/practicum experience.

ENVIRONMENTAL HEALTH AND SAFETY (EHS)

All students must complete online core courses/modules through BioRAFT. These modules include Clinical Bloodborne Pathogens, Emergency Response, Fire and Life Safety, Clinical Hazard Communication, Clinical Sharps and Needle Safety, Clinical Personal Protection Equipment, Respiratory Protection, Clinical Infection, Prevention and Control, Compressed Gas Safety, and Mercury Safety.

Students access this online training via www.drexel.bioraft.com and can contact EHS at safehealth@drexel.edu for any questions about the online platform.

DIDACTIC/CLINICAL/PRACTICUM EXPOSURE GUIDELINES

These guidelines are to be followed when a student has been exposed to an occupational hazard in the didactic/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 (for the clinical year) and their Didactic/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. Didactic students will complete the Report of Student Injury Form in collaboration with their designated DUPAP faculty member (e.g., course director or faculty member present at the time of the incident/injury) within twenty-four hours of the incident/injury.
   d. For Clinical/Practicum students, 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 if you are started on HIV post-exposure prophylaxis.
   e. The student must present their health insurance card for applicable billing charges.
   f. 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. The Report of Student Injury Form must be completed and submitted to the Vice Dean of Strategic Operations and Academic Services within twenty-four hours of the incident
   a. Didactic year- a student's faculty advisor or the faculty member present at the time of the incident with guide the student through the submission process.
   b. Clinical/practicum- per site guidelines. The Clinical Coordinator will submit a copy of the incident report to the Vice Dean of Strategic Operations and Academic Services.

INCIDENT REPORTS

To report a student incident or injury, students are required to complete the Report of Student Injury Form in collaboration with their designated DUPAP faculty member (e.g., course director or faculty

member present at the time of the incident/injury). This form should be completed within twenty-four hours of the incident; additional information is noted in Appendix E.

IMMUNIZATIONS/HEALTH REQUIREMENTS
Drexel University requires all entering students to complete several immunizations and a health assessment before matriculation. Forms and additional information can be found at CNHP Compliance Forms

SUBSTANCE ABUSE GUIDELINES
Students are expected to follow CNHP Substance Abuse Guidelines at CNHP Substance Abuse Guidelines and Drexel University policies (see Additional Student Information and Related Policies)

CPR CERTIFICATION
Students must maintain current CPR certifications for infant, child, and adult throughout the curriculum. Acceptable CPR certifications must be the Basic Life Support (BLS) Healthcare Professional certification through the American Heart Association.

Students are not permitted to attend clinical/practicum experiences without proof of current CPR certification on file. See: CPR Certification

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. If an accidental exposure occurs, faculty and students should follow the Clinical/Practicum Exposure guidelines.
4. 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 clinical coordinator.

Clinical Year Compliance
All students must meet all compliance requirements to participate in any type of patient interaction and Drexel affiliated community experiences. 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 [Clinical Compliance](#)

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.

PREGNANCY

A student who is pregnant or becomes pregnant during the program is advised to consult with their healthcare 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 must contact the [Office of Civil Rights Compliance](#), 101 N. 33rd St., Street, 3rd Floor, Philadelphia, PA 19104, 215.895.1401 (V), or 215.895.2299 (TTY), disability@drexel.edu if seeking accommodations.

STUDENT HEALTH INFORMATION

Program Director, principal program faculty, medical director, or program staff WILL NOT participate as health care providers for students enrolled in the program and WILL NOT have access to any student health information other than that defined in this policy.

ACADEMIC AND PROFESSIONAL POLICIES

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. Additionally information about Academic dishonesty, as defined by the University, can be found here [Academic Integrity](#). More information is also available in the [Student Code of Conduct](#)

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.

All students in CNHP are required to maintain academic integrity throughout their tenure in the University. At the start of every course, students are expected to complete an *intellectual honesty statement* attesting to their understanding of academic integrity and agreeing to act in accordance with all related PA Program, CNHP and Drexel University policies. This statement is below and in each the Blackboard Learn course shell and/or syllabus. At the discretion of each course director, this requirement must be completed in either electronic or paper format before any graded assignments/assessments are completed. Failure to complete this step may jeopardize a student's ability to progress in the Program.

Intellectual Honesty Statement
I certify that 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. I have not submitted this paper to satisfy the requirements of any other course.

CLASSROOM ETIQUETTE

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

a. Always address the faculty member by title: "Professor" or "Doctor" unless directed otherwise by the faculty member.
b. Be respectful in all communications to fellow students, faculty, professional staff,
c. Arrive on time.
d. Email the faculty member in the event of tardiness or absence from any class.
e. 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 to move promptly, quietly, and with minimal disruption to the closest available seating.
f. Students are not permitted to bring guests or children to class.
g. Appropriate use of electronic devices in the classroom:
h. 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 out of sight.
i. The use of laptop computers during lectures and lab sessions must be limited to course activity only. Accessing any material that is not directly related to the current lecture/lab material is a violation of classroom policy.
j. Students are prohibited from having cell phones, smart watches, wired/wireless headphones, or other electronic devices (other than the laptop and charger required for an exam) with them during examinations. During examinations, all personal property must be properly stored at the front or back 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.

GRADING POLICIES

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

Repeating Courses

Any course, except for 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:
    a. PA 570 Clinical Assessment Competency
    b. PA 571 Competency for Clinical Training
    c. PA 680 Summative Remediation

Temporary Course Letter Grades
Any temporary letter grades of "INC" (Incomplete), "IP" (In Progress), or NGR/S (No Grade Reported/Submitted) must be converted to a permanent course letter grade within the time limit established by the Graduate College. 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:

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
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 two quarters 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:

Letter Grade	Numerical Score	Quality Point Value for GPA Calculation
A+	97.5-100	4.0
A	91.5-97.4	4.0
A-	89.5-91.4	3.67
B+	87.5-89.4	3.33
B	71.5-87.4	3.0
B-	69.6-71.4	2.67
C+	68-69.5	2.33
C	67-67.9	2.0
C-	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. Students should also review the University policy outlined here [Grading Policy & Academic Standing](#)

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 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 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 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 weekdays 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.

Final Grade Appeal Policy
An appeal by a student about an assessment made of their 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 they have 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's assessment, and the student should present the evidence to support the appeal. Please see the grade appeals information from the Office of Graduate Studies.

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 and Assessments
Attendance is required for all written examination/quiz, verbal presentation, OSCE, SP experience, or/and clinical skills testing. The student will be permitted to make up the missing evaluation once approved by the course director or program director.

Each student is responsible for the consequences of missing any examination.
Generally, only acute illness or emergency is considered an acceptable reason for absence from an examination. 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
A student arriving more than fifteen (15) minutes late for an examination will not be permitted to sit for that examination and must contact the course director.

A student, believing that they have 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. Please review individual course syllabi.

Electronic Device Use During Examinations

During computer-based testing, with the exception of the device which the student is using for their examination, cellular phones, smart watches, wired/wireless headphones and/or other devices must be turned off prior to the start of the examination and stored at the front of the examination room. If the examination is not administered electronically, the student must store all electronic devices at the front of the examination room. Disruption of an examination by such student-owned devices is 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.

    a. All beverage containers, food stuff, books, bags, papers, and any other materials must be placed in the front of the examination room before the examination begins.
    b. Hats are not to be worn during examinations.
    c. Students are urged not to bring extraneous materials to examinations.

Student-asked Questions During Examinations

    a. The only types of questions allowed during an exam must pertain to the physical condition of the exam, such as a technological issue, missing page, incorrect question numbering, typographical errors, or illegible copy.
    b. 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.
    c. Individualized explanations by proctors to single students during an examination are potentially unfair to others taking the examination and are not permitted.
    d. 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

Students will be separated by one or more seats and seated in every other row for written/computer-based examinations if permitted by the room configuration.

Accommodations for Testing

Only students for whom the University has officially agreed to provide accommodation(s), will be afforded those accommodations during examinations.
Students requiring special accommodations for testing (i.e., University- authorized accommodations) should ensure that course directors receive a written copy of the University authorization for accommodation (i.e., AVL) at the beginning of the course.
Informal requests for undocumented disabilities or "an individual student preference" cannot be honored

Timing of Examinations

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.

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 online testing platforms and is responsible for monitoring throughout the examination.

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.

Temporary Withdrawal from Examinations
   a. No student is permitted to leave the examination room during the first fifteen (15) minutes of the examination.
   b. A student who temporarily withdraws from the examination room (i.e., to use the restroom, etc.) after the first 15 minutes must leave any relevant testing materials with the proctor. The student must sign the in/out sheet and give the proctor any electronic device they may have on their person, if requested by proctor.
   c. The student's allotted examination time will not be extended for time lost during temporary withdrawal.

Permanent Withdrawal from Examinations:
   a. A student completing the examination before the end of the test period may quietly retrieve personal belongings and leave the testing area.
   b. 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
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. Therefore, every student leaving the examination room early must vacate the surrounding area and not congregate outside the examination room. 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
   a. Absolute integrity and honesty are always required. 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.
   b. 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. These, or any other forms of cheating, are prohibited.
   c. The aiding or abetting of cheating by another student also constitutes cheating.
   d. 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.
   e. Therefore, every student must be scrupulously meticulous in avoiding any questionable

behavior or even engaging in conduct that gives the appearance of cheating.

 f. 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 cheating occurrences so that such students will be barred from occupying positions of trust and responsibility that this training would otherwise allow.

Make-up for missed Examinations

 a. 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.

 b. Equivalent exams need not be identical in question content or format to the original exam.

 c. A student will take the make-up examination when scheduled at a date and time determined by the course director.

 d. Any student absent from the scheduled make-up exam will receive a zero (0) for the exam score.

 e. Make-up examinations are not offered for unexcused absences or lateness.

Examination Ownership and Security

 a. All examinations administered during the didactic year are the property of the DUPAP; please see the DUPAP Clinical Year Manual regarding examination ownership and security relating to the Physician Assistant Education Association (PAEA)

 b. All examination materials are to be returned by the student to the proctors at the conclusion of the examination

 c. 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.

 d. Other students receiving, viewing, or duplicating such stolen examination materials will be treated as accomplices, and are also subject to disciplinary action.

Examination Reviews:

 a. During the didactic year of training, **at the discretion of the course director,** secure test reviews for the class may be conducted. All books, bags and other personal property are to be placed in the front of the room prior to the examination review.

 b. 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.

 c. Any other student receiving, viewing, or duplicating such stolen examination materials will be treated as accomplices, and are also subject to disciplinary action.

 d. A student who is unsuccessful on an exam will follow the DUPAP Remediation Policy

 e. A student desiring an individualized review should direct that request directly to the course director and those meetings will occur at the discretion of the course director, as students with passing examination scores are typically not offered individual review sessions.

 f. Comprehensive examinations are not reviewed either in groups or on an individual basis.

Challenging Question Answers

During the didactic year, 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.

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

LECTURE RECORDING POLICY

a. All Lectures will be recorded
b. Exceptions
   o Sensitive topic areas
   o Lecturer requests not to be recorded
c. Posting of the recordings will be the discretion of the course director.
   o Students can email a Course Director to request recordings that are not posted
d. Specific related instructions will be posted in the course syllabus.

EARLY INTERVENTION AND REMEDIATION POLICY

As part of the program's commitment to academic excellence and student success, the Drexel University Physician Assistant Program has established a structured Early Intervention and Remediation Policy to support students' continued academic success. This policy is designed to ensure timely, consistent, and supportive responses to academic challenges, while also fostering personal and professional development. It applies to all written and practical examinations during the didactic phase, excluding final written examinations unless otherwise noted by the course director.

*Practical Examinations: For students who earn less than 80% on practical examinations, they will meet with their lab instructor to review missed/incorrectly performed skills and will be retested on those remediated skills with their lab instructor within seven business days. As a reminder, practical examinations are must pass course components.

*Oral Examinations: If student does not earn a 71.5 on their oral exam, they meet with the course director who will provide them with feedback on their performance, and the student will be required to perform a repeat oral exam with the topic area chosen by the course director. This must be completed within seven business days. As a reminder, oral examinations are must pass course components.

Performance Thresholds and Required Actions
1. Written Exam Score ≥ 75%
No formal faculty action is required. Students are encouraged to maintain the study strategies and academic habits that contribute to their success.

<u>2. Written Exam Score Between 71.5% – 74.9%</u>
This score range indicates the need for additional academic support. The following steps are initiated:
The student will receive an email from their faculty advisor to initiate continued discussion about academic support and resources. The student should expect to receive this email within three business days of receiving their assessment score. The student and faculty will then establish a mutually beneficial time to meet to discuss academic progress, study habits, time management, and available support resources. This meeting should occur within seven business days of receiving communication from their faculty advisor and before a subsequent assessment in the course. This meeting is intended to offer encouragement and connect the student with strategies and resources that support success.

The student will also be referred to their Academic Advisor within the College of Nursing and Health Professions (CNHP) to facilitate continued discussions and access to university-wide academic support services, which may include referrals to tutoring, counseling services, or study skills workshops.

At the discretion of the student's faculty advisor, follow-up meetings may be scheduled as needed to evaluate progress and adjust support strategies.

<u>3. Written Exam Score < 71.5%</u>
This score reflects a significant academic concern, prompting a more structured response:
The student will receive an email from the course director to begin the remediation process. The student should expect to receive this email within three business days of receiving their assessment score. The student and faculty will then establish a mutually beneficial time to meet to review missed content, clarify difficult concepts, and receive targeted guidance. This meeting should occur within five business days of receiving communication from the course director.

The student will also be referred to their Academic Advisor within the College of Nursing and Health Professions (CNHP) for additional support. This includes facilitating continued discussions and access to university-wide academic support services, which may include referrals to tutoring, counseling services, or study skills workshops.

During the remediation process, the student is also encouraged, though not required, to meet with their faculty advisor to receive additional support, guidance, and mentorship.

Exam Retake Option
The student may request to retake the failed exam (excluding final exams). A maximum of two written exam retakes is permitted during the didactic phase. See Examination Retake Policy for further detail.

DREXEL PA PROGRAM EXAMINATION RETAKE POLICY
The Drexel PA program faculty recognizes that unforeseen certain circumstances may cause a student to do poorly on an exam. To reduce attrition and improve understanding of course material, the DUPAP has adopted a test retake policy during the didactic portion of students' training PA.
   a. A student has an opportunity to retake up to two (2) failed written examinations during their didactic training in the PA program. This option only applies to failed (i.e., <71.5%) written

examinations or quizzes during the quarter and does not apply to comprehensive final exams, papers, group projects, History/Physical Examination (i.e., SOAP) notes, or other assignments.

b. Opportunities to retake a failed examination exist when the exam grade falls below a passing grade for that exam. The higher of the two scores will remain as the final score and may not exceed 71.5%.

c. After posting the grades, a student has 48 hours to notify the course director that they intend to take a retest of that exam. The course director will provide the student with feedback on topics missed on the exam and the retest will be scheduled as soon as possible, at the discretion of the course director. The student will retake the same exam, in the same format with no additional accommodations unless official accommodations have been granted by ODR (Office of Disability Resources) in the intervening time.

If the student chooses not to retake the exam or exceeds the retake limit, a remediation activity will be assigned by the course director to assess competency of the missed content; this will be assigned during the student's meeting with the course director At the discretion of the course director, the student will be assigned one of the activities outlined below and the student will be required to complete and submit this assignment within seven business days. Satisfactory completion of the remediation assignment is at the discretion of the course director.

Remediation Activities (per Course Director)
- Problem-based learning assignments focusing on areas of weakness.
- Written responses to selected examination items with reference citations.
- Supplemental examinations/quizzes or presentations
- Skill checks (see Practical Examination Information)
- Electronic media presentation with completion report

(note: if eligible, student can retake examination, see above)

Remediation efforts and outcomes are documented in the student's academic file.

All remediation for a given course must be completed by the end of that course

Purpose and Importance
This policy is designed to be supportive rather than punitive. It reflects the program's dedication to identifying students at risk of academic difficulty early and providing timely, individualized interventions. The goal is to promote academic improvement, enhance the use of institutional resources, and support each student's professional development.

Students are strongly encouraged to actively engage in this process, recognizing it as an opportunity for growth and learning. By participating in early intervention and remediation, students can improve their academic performance, build resilience, and strengthen the skills necessary for success in both the program and future clinical practice.

ACADEMIC PERFORMANCE AND PROGRESS POLICIES

MAINTENANCE OF MATRICULATION

1. Once matriculated, a student is required to register each academic quarter to be a degree candidate, unless the student has requested and received a formal leave-of- absence under university policy. An informal leave-of-absence arrangement is not acceptable and will not be granted nor honored retroactively.
2. 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.
3. 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.

PROGRAM PROGRESS

All students are expected to complete the program within nine (9) consecutive quarters;

The student will have a maximum of five (5) academic years, including any leave(s)-of-absence, from the time of matriculation to complete the program. Any student unable to complete the program within the five-year limit will not be retained in the program.

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 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.

Each student must successfully complete all eight of the clinical rotations before proceeding to the clinical practicum phase course. Some exceptions may be made by the Director for Clinical Education and the Program Director.
   a. 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.
   b. 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).

Satisfactory Academic Progress
Students 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 students maintain a certain minimum cumulative GPA as well as earn a certain percentage of attempted course credits.

Students must also contact Financial Aid after 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.

Lack of Normal Progression
Failure to maintain normal progress in the Program curriculum may result in:
   a. Graduation delays due to repetition of courses, rotations, clinical practical, leaves-of-absence, or scheduling conflicts resulting in other than normal academic progress,
   b. Assessment of additional tuition charges in accordance with the policies of Drexel University and the College of Nursing and Health Professions,
   c. Leave(s) of absence (LOA)
   d. Dismissal from the program.

DROP/ADD/WITHDRAWAL POLICY
Once a student is registered in a course, it is their responsibility to attend the course, drop the course, or withdraw from the course. Dropping and withdrawing are distinct actions that affect student 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 student enrollment status in any course; students must attend to the proper procedure when dropping or withdrawing from a course. Additionally, as per PA Program policies and procedures, if a student drops or withdraws from a course in the Program within a given term, they are able to continue their remaining courses in that term. However, at the conclusion of that term, the student must take a leave of absence (LOA) until that outstanding course is offered again. Students may not progress until all courses that are offered in a given term are completed successfully. Students must also refer to the Office of Graduate Studies Adding/Dropping/Withdrawal policy and contact their faculty advisor and academic advisor. More information is also located within the University's [Academic Policies](#).

Interruption of Normal Progression
Due to change in personal status, 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.
   a. 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 (LOA).
   b. The program, at its discretion, may accommodate such a student's change of status in the didactic portion of the curriculum.
   c. The student must complete the required documentation to request an LOA and submit this document to the Program Director.
   d. If an LOA is approved by the Program Director, the student will return to the program as a full-time student at the end of the LOA.

Per program policy, the returning student must demonstrate current competency in selected coursework that may include courses taken prior to the LOA.

If the LOA is 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. A student permitted to alter academic status will meet regularly with their academic advisor.
   b. Diagnostic, student-related skills testing and counseling.
   c. Individual tutoring at the student's expense. The University has a tutoring service available to all students.
   d. Coordination of counseling or academic assistance by the student's academic advisor will be arranged.
   e. Additional meetings may be held with the DUPAP Director or designee
   f. A student whose normal progress is altered for any reason will be required to demonstrate current competency as noted above.
   g. 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)
1. The SPRC consists of appointed program faculty members charged with the regular, periodic, systematic review of student academic, clinical, and professional performance and behavior to make appropriate recommendations relevant for the resolution of any identified student issues to the Director. Confidentiality is maintained during any and all procedures.
2. The SPRC will perform a review of each student at the midpoint and 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.
3. 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. Inappropriate interpersonal actions with clinical preceptors, clinical site administrators, and patients during clinical phases of training
   g. Violations of laws or DUPAP, CNHP, or University policies and regulations

4. 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 Program Director appropriate to the resolution of the student's situation. Although recommendations are specifically constructed for each student's situation, some examples include but are not limited to:
   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.

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. This readiness will be assessed, in part, by the administration of graduation requirement examinations that include:
1. **The End of Curricular (EOC) Examination:** a summative evaluation of the student's knowledge which is offered as an in-person/on-campus computer-based examination through the Physician Assistant Education Association (PAEA).
2. **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.
3. **TECHNICAL SKILLS COMPETENCY ASSESSMENT:** Summative testing for technical clinical skill competency will be completed on the following skills: Chest X-ray and ECG interpretation and performance of IM Injection, Sterile Technique for minor procedures, Sterile Gloving, Suture placement and removal, and wound dressing.

A student will be allowed a maximum of two administrations for each of the two graduation requirements. 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. Having failed either or both graduation requirement evaluations twice, a student will not be retested until they have successfully completed the basic skills enhancement course, the Summative Remediation Course.
   a. This course is a one-credit course focusing on the specific skills deficiencies exhibited by the student.
   b. Fees for the course will be assessed in accordance with the current tuition

rates.
   c. If a student again fails one or both graduation requirements after having completed the Summative Remediation Course, the student will be dismissed from the Program.
4. Each student must pass all clinical and didactic courses in the curriculum to be eligible for graduation.
5. 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 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.
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. See University Grade Appeals Process

CLINICAL TRAINING SITE POLICIES

STUDENT OBLIGATIONS AND RESPONSIBILITIES
a. Students will be assigned to established clinical training sites provided by the DUPAP for rotations and clinical practicum.
b. These sites have been developed to provide the student with the caliber of care experiences necessary for the completion of education as advanced health care providers.
c. 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.
d. 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.
e. The PA Program requires that every student complies with the requirements and due dates of the university as well as the clinical sites. This information is subject to change depending on the demands of our clinical sites. The compliance coordinator will provide students with

a full list of requirements and instructions once it is time to begin the process. Please see: [CNHP Clinical Compliance](#)

f. The student may not act as administrative or clinical substitutes for paid employees while at clinical sites.

g. 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.

h. If a student cannot meet all 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

All clinical training sites are provided by DUPAP. A student is not required to provide personal clinical training sites, occasionally, the student expresses interest in training sites that have not previously been used by the DUPAP.

1. The Program will entertain the student's interest in new clinical sites but assumes no obligation to use 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 and Practicum Sites:
   a. Students in good academic standing generally may be given the opportunity to develop a maximum of two (2) clinical sites
   b. The proposed rotation sites must meet the program's guidelines that will be reviewed with students during the clinical rotation's orientation.
   c. The process for a student developing a clinical rotation site is described in the Clinical Year Student Manual.
   d. The Clinical Coordinators and the Director of Clinical Education will evaluate sites submitted for consideration, and students will be notified of the final decision during the spring semester or 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.

POLICY FOR USE OF MOBILE DEVICES IN CLINICAL LEARNING EXPERIENCE

c. Students must use a password protected mobile device to ensure that personal information is not accessible in the event that the device is lost or stolen.
d. No identifiable patient information may be placed on the mobile device.
e. No personal texting while on the clinical unit.
f. No photos may be taken while in clinical learning site.
g. Accessing the Internet is only permitted to obtain information related to clinical for the purpose of supporting clinical learning and patient teaching.

h. Faculty has the authority to examine the student's mobile device and the programs being used in the clinical area.

i. As with all clinical equipment, the mobile device may act to transfer germs. Please keep your device clean.

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.

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 [Paragraph (c) is presented below in the section "Re-identification"]; and
(K) Certificate/license numbers	
(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.	

For more information on de-identification of protected health information click here

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

Drexel University has an established policy that prescribes 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 while representing the College.

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. See full policy: Substance Use Guidelines | College of Nursing and Health Professions | Drexel University

PERSONAL POLICIES

CLINICAL/PRACTIUM-ILL OR IMPAIRED STUDENT

1. Students who are ill, hospitalized, or incapacitated in any way that affects their ability to perform their duties safely and satisfactorily in a clinical/practicum setting must provide official medical clearance which states their ability to return to clinical/practicum without restrictions.

2. Any student seeking accommodations for a documented disability must contact the Office of Disability Resources 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.

4. Clearance to Return to Clinical Sites
Students who are ill, hospitalized, or incapacitated in some way that affects their ability to perform their duties safely and satisfactorily in a clinical setting must provide official medical clearance which clearly states their ability to return to clinical without restrictions. This documentation must be submitted to the student's academic advisor not PA program faculty or staff. Students must also meet all clearance policies of the clinical sites where they are placed and complete all documentation required by the clinical site before returning. 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.

DREXEL BLACKBOARD LEARN

Drexel University uses Blackboard LEARN as its Learning Management System (LMS). Each Class and course 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, or logging on directly to the site utilizing the student's Drexel User ID and password here.

EMAIL AND ELECTRONIC COMMUNICATION

All students using email should adhere to standard and professional behavior when communicating via email. Some rules to remember:

1. Students are expected to have computer access daily.
2. Students should check their email twice daily and respond to all emails from DUPAP faculty and staff within one business day.
3. Always address an email to someone professionally: For example, an email to a professor should begin with: 'Dear Professor or Dr. Jones' or "Dear Mr./Mrs. Smith"
4. Always sign an email so the receiver knows who has sent it
5. All email correspondences should be written in a professional manner.
6. Be very judicious when copying (using the C.C. function at the top of your email routing) an email to someone. It may be improper to copy or forward another email 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.
7. Avoid profanity. Avoid slamming– the use of harsh words to others in a public forum
8. What is written is often not easily deleted – especially by the party who receives the e-mail.
9. Return important emails 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.
10. Avoid the use of caps as much as possible.
11. Only write in an email what could be put on an office door – for the world to see.
12. Email transmitted fully or in part over University operated computer infrastructure is subject to the Drexel University Acceptable Use Policy
13. Violators are subject to disciplinary action.

The DUPAP, the College of Nursing and Health Profession, and Drexel University use electronic forms of communication such as email and postings on secure Blackboard sites to officially communicate with the student.

a. The faculty, staff, and administration communicate individual or group messages electronically concerning schedule changes, forms, lecture materials, reminders, University and College announcements, etc.
b. The DUPAP and other official university sources will direct its email communications to the student's official Drexel University email accounts ONLY.
c. Every student is fully responsible for all electronic communications sent by the DUPAP.
d. Additionally, the student is required to check the Blackboard course and class shells for DUPAP and course-specific information
e. 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.
f. The student is expected to activate the official university student email accounts immediately. Each student is to activate their account by following the instruction here: Office 365 email setup
g. The student should use the email signature of PA-S for all email communications
h. 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 email 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 use the many services accessible through Drexel One. Resources for students

CANCELLATION/SCHOOL CLOSING NOTIFICATION

Didactic year students may call 215-762-UNIV (215-762-8648) for official delayed opening or closing information. Blast text messages are sent to all faculty, staff and students with university status.

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) 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.

During the clinical phase of training, students should communicate with their designated Drexel faculty member and clinical site personnel/preceptor. Students should follow the clinical/practicum site procedures in the event of inclement weather. If either Drexel University is closed or delayed, this does NOT mean that the clinical site is closed or delayed. Students are instructed to contact the site directly to see if there are any delays or cancellations.

Student safety is paramount, students are encouraged to use their judgement when extreme and hazardous driving conditions are present. They must report any absence or lateness to their clinical coordinator.

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 DrexelOne portal
2. 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.
3. 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.

STUDENT ACTIVITIES AND DUPAP STUDENT SOCIETY
1. Numerous regional activities, general student-government, and other student organizations are available to DUPAP students. More information is available at the following link: Virtual tour
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 that serves as the official service organization of the students of the Drexel University Physician Assistant Program which is to promote the Physician Assistant as a qualified and competent member of a Professional Health Care Team.

    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. PSPA

    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. AAPA

INFORMATION FOR STUDENTS WITH DISABILITIES

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.

Students with Disabilities and Accommodations

Students who believe that they may need academic adjustments while in the PA Program are encouraged to contact the Office of Disability Resources. Students with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to the office before accommodations can be made. AVL's are issued by Disability Resources (DR). For additional information, contact the Office of Disability Resources at disability@drexel.edu, 3441 Chestnut Street, Philadelphia, PA 19104. 215-895-1401 (V) or 215-895-2299 (TTY), or Disability Resources.

SEXUAL MISCONDUCT, DICRIMINATION, HARRASSESSMENT OR RETALIATION

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. See Drexel University's policy on sexual harassment Sexual Harassment and Sexual Misconduct Policy | Human Resources | Drexel University

If a student experiences an instance of prohibited sexual misconduct, discrimination, harassment or retaliation, please contact the Office of Civil Rights Compliance (formally Title IX); reports can be made here.

STUDENT EMPLOYMENT POLICY

Outside Employment

The rigorous, full-time nature of the Physician Assistant program, encompassing academic coursework, clinical rotations, and mandatory program events, requires students' full academic and professional focus. Therefore, outside employment during enrollment is strongly discouraged. Program schedules will not be adjusted to accommodate work obligations. This policy ensures compliance with accreditation standards, safeguards patient safety, and maintains the integrity of the

learning environment.

Employment by the Program
Students must not be required to work for the program in any capacity, whether paid or unpaid.

a. Substitution for Faculty: Students may not teach courses, lead labs without faculty supervision, or assume the primary responsibility for instruction. Faculty members are responsible for all aspects of instruction.
b. Substitution for Clinical Staff: Students may not function as or replace clinical staff, including but not limited to medical assistants, nurses, or other healthcare professionals. Clinical rotations are for learning purposes, not staffing solutions.
c. Substitution for Administrative Staff: Students may not perform administrative duties that are the responsibility of paid staff, such as record keeping, scheduling, or office management.
d. Independent Practice: Students may not practice medicine independently. All patient care activities must be performed under the direct supervision of a licensed healthcare professional.

TRANSPORTATION

Complimentary shuttles for students and employees of the university operate among the various University campuses. A University I.D. Card is required to ride the shuttles. For shuttle bus information and schedules click here. Information regarding campus parking is available here.

APPENDICIES

APPENDIX A: CORE COMPETANCIES FOR THE NEW PA GRADUATE

PAEA September 2019
Adopted by DU PA Program January 2024

1. Patient-Centered Practice Knowledge
 Competencies:
   1.1 Recognize normal and abnormal health states
   1.2 Discern among acute, chronic, and emerging disease states
   1.3 Elicit and understand the stories of individual patients and apply the context of their lives (including environmental influences, cultural norms, socioeconomic factors, and beliefs) when determining healthy versus ill patients
   1.4 Develop meaningful, therapeutic relationships with patients and their families (PA Comp. PC, FMM)
   1.5 Partner with patients to address issues of ongoing signs, symptoms, or health concerns that remain over time without clear diagnosis despite evaluation and treatment (PA Comp. PC)

2. Society and Population Health
   Competencies:
   2.1 Recognize the cultural norms, needs, influences, and socioeconomic, environmental, and other population-level determinants affecting the health of the individual and community being served
   2.2 Recognize the potential impacts of the community, biology, and genetics on patients and incorporate them into decisions of care
   2.3 Demonstrate accountability and responsibility for removing barriers to health
   2.4 Understand the role of structural disparities in causing illness
   2.5 Engage members of the health care team in the surveillance of community resources to sustain and improve health
   2.6 Engage the health care team in determining the adequacy of community resources
   2.7 Reflect on personal and professional limitations in providing care
   2.8 Exercise cultural humility
   2.9 Elicit and hear the story of the individual and apply the context of the individual's life (including environmental influences, culture, and disease) when determining healthy versus ill patients

2.10 Understand and apply the fundamental principles of epidemiology

      2.11 Recognize the value of the work of monitoring and reporting for quality improvement

      2.12   se appropriate literature to make evidence-based decisions on patient care

3. Health Literacy and Communication

    Competencies:

      3.1 Establish meaningful, therapeutic relationships with patients and families that allow for a deeper connection and create space for exploration of the patients' needs and goals to deliver culturally competent care (PA Comp. PC, FMM)

      3.2 Interpret information so that patients can understand and make meaning out of the information conveyed to them

      3.3 Recognize the need for and governing mandates that ensure patients have access to interpreters and appropriate resources when barriers to communication arise

      3.4 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions (PCRS 4.7)

      3.5 Communicate effectively with patients, families, and the public

      3.6 Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs (CLAS)

      3.7 Organize and communicate information with patients, families, community members, and health team members in a form that is understandable, avoiding discipline-specific terminology when possible and checking to   ensure understanding (IPEC CC2)

4. Interprofessional Collaborative Practice and Leadership

    Competencies:

      4.1 Articulate one's role and responsibilities to patients, families, communities, and other professionals (IPEC RR1)

      4.2 Redirect the focus of the health care team to the needs of the patient

      4.3 Assure patients that they are being heard

      4.4 Ensure patients' needs are the focus over self and others

      4.5 Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices (PCRS 2.6)

      4.6 Recognize when referrals are needed and make them to the appropriate health care provider

      4.7 Coordinate care

      4.8 Develop relationships and effectively communicate with physicians, other health professionals, and health care teams (PA Comp. Comm)

      4.9 Use the full scope of knowledge, skills, and abilities of available health professionals to provide care that is safe, timely, efficient, effective, and equitable (IPEC RR5)

      4.10 Use unique and complementary abilities of all members of the team to optimize health and patient care (IPEC RR9)

      4.11 Engage diverse professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific

health and health care needs of patients and populations (IPEC RR3)

4.12 Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health (IPEC RR10)

5. Professional and Legal Aspects of Health Care

Competencies:

5.1 Articulate standard of care practice

5.2 Admit mistakes and errors

5.3 Participate in difficult conversations with patients and colleagues

5.4 Recognize one's limits and establish healthy boundaries to support healthy partnerships

5.5 Demonstrate respect for the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care (IPEC VE2)

5.6 Demonstrate responsiveness to patient needs that supersedes self-interest (PCRS 5.2)

5.7 Demonstrate accountability to patients, society, and the profession (PCRS 5.4)

5.8 Exhibit an understanding of the regulatory environment

6. Health Care Finance and Systems

Competencies:

6.1 Recognize that health care is a business

6.2 Articulate individual providers' value-add to the health care team in term of cost

6.3 Appreciate the value of the collaborative physician/PA relationship

APPENDIX A-1 – COURSE LOCATIONS

"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 revised 2012). The full description of PA Competencies can be found on the AAPA website: [Competencies for the PA Profession](#)

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, Clinical rotations and Primary Care Practicum
- **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, Primary Care Practicum
- **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, Clinical rotations and Primary Care Practicum
- **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, Clinical rotations and Primary Care Practicum
- **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, Clinical rotations and Primary Care Practicum
- **System Based Practice:** Clinical Skills I-III, Epidemiology for Practice and Prevention, PA Practice, Health Policy for PA Practice, Graduate Projects I-II, Clinical rotations, and Primary Care Practicum

APPENDIX B: FUNCTIONS AND TASKS OF GRADUATES

The Drexel PA graduate will be able to provide health care services with physician collaboration 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. <u>Technical Procedures Taught in the Didactic and Clinical Years</u>
   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, fluorescein stains, hemoccult testing (stool), nebulizer treatment, pap smears, application of skin adhesives, preparing sterile field, surgical assisting

   c. As permitted – *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](#)

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 used 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: FACULTY AND STAFF CONTACT INFORMATION

	Name	Email	Room #
	Clancy, Ryan	rjc328	11E15
	Davis, Martha	mjd55	Remote
	Ercole, Courtney	ce84	11E16
	Gamber, Corina	cg3323	11E20
	Gardner, Juanita	jag66	11E23
	Harris, Nickole	nh623	Remote
	Livingston, Daniela	dcl33	11E21
	Mielechowski, Denise	dmm58	Remote
	Montgomery, Vincenta	vm624	11E19
	Nguyen, Kevin	kbn37	11E14
	Nowak, Catherine	cmn77	11E18
	Rusgo, Allison	ar663	11E22
	Schneider, Megan	mes458	11E24
	Stream, Charles	ces432	Remote
	Umstead, Michelle	mu77	11E16
	Ward, Joan	jw3965	11E12
	Werman, Samantha	srw338	11E20

APPENDIX E: REPORT OF STUDENT INJURY FORM

Drexel University

Report of Student Injury Form

Incident Date: _____ Incident Time: _____

Name of Person: _____

Address: _____

Date of Birth: _____

Department / Program: _____

Number where you can be reached: _____

Sought Treatment (yes/no): _____

Treatment Location: _____

Address of Treatment Location: _____

Date Injury Reported: _____

Person Injury Reported to: _____

Injury Type:

Hand/Finger (L/R): _____ Lower Arm (L/R): _____ Upper Arm (L/R): _____ Exposure: _____

Back: ____ Head: ____ Lower Leg (L/R): _____ Upper Leg (L/R): _____ Other: _____

Details of Injury:

Details of Incident:

General Location: _____ Exact Location: _____

Lighting Conditions (good, poor, etc): _____ Floor Conditions (good, poor, etc): _____

Type of Device / Equipment / Machinery / Needle Involved: _____

Type of PPE Worn at Time of Incident: _____

Witnesses: _____

Actions / Status Prior to Incident (what were you doing?):

Describe Incident:

How Did Injury Occur (what caused incident?):

Student Signature: _____ Date: _____

Drexel Supervisor Signature: _____ Date: _____

Do not let the completion of this form delay you from seeking medical attention

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