



**GRAND VALLEY  
STATE UNIVERSITY<sup>®</sup>**

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**PHYSICIAN ASSISTANT  
STUDIES**

**STUDENT HANDBOOK**

**Class of 2023**

# MASTER OF PHYSICIAN ASSISTANT STUDIES (PAS) GRAND VALLEY STATE UNIVERSITY STUDENT HANDBOOK

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***\*The PAS Student Handbook does not supersede the GVSU catalog ([www.gvsu.edu/catalog](http://www.gvsu.edu/catalog))***

## WELCOME

You are about to embark on an exciting journey. This program is a unique opportunity for you to engage in a rewarding educational experience. It combines the required elements needed to complete a healthcare professional degree with the necessary opportunities for personal and intellectual growth in a superior graduate-level educational program.

The goal of a professional curriculum is to facilitate the passage of students from pre-professional coursework to active participation in a professional group. When you are accepted into the Grand Valley State University (GVSU) Physician Assistant Studies (PAS) program, you have entered the profession, and this implies that, along with the status and privilege that you have attained, you also agree to the responsibilities that come with that acceptance. As a student, the privileges include membership in the profession as an organization and the right to interact with patients in a clinical setting. The added responsibilities include professional behavior in all interactions. As a professional, you will also have extra time commitments in academic work and professional activities. Of the highest importance is that you display integrity in all that you do, say, and write. Deviance will not be accepted or tolerated. You are expected to act at a higher level and exhibit all of the required characteristics of a healthcare provider and future Physician Assistant (PA). Professional behavior will be expected of you. (See Chapter 3: Professionalism).

We, the faculty, commit to present medical education content that will enable you to practice safe and effective medicine and to pass the National Commission on Certification of Physician Assistants (NCCPA) – Physician Assistant National Certifying Examination (PANCE). We also commit ourselves to work with you throughout the 28 months of this program to ensure that you will be able to attain your goals. The faculty members are facilitators of the learning environment. We are one of your resources for medical information. During the course of your studies, emphasis will be placed on developing self-directed study skills to enable you to discover new medical knowledge and information in a self-actuating way. The curriculum is specifically designed in this way to enhance the skills needed for life-long learning. The goal of the faculty is to make your experience in this program a positive opportunity for you to demonstrate your readiness, as well as your ability, to take on the task of becoming a clinician. We will do all that we can to help you in this process.

Sincerely,

The PAS Faculty and Staff

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## **GVSU PAS GOVERNING STATEMENTS**

### **Grand Valley State University Mission**

Grand Valley State University educates students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service.

### **College of Health Professions Mission**

To prepare exceptional professionals who will impact the health and well-being of the larger community.

### **PAS Mission Statement**

To prepare highly competent physician assistants who embrace diversity, equity and inclusion; lead and advance the profession; and provide quality patient-centered healthcare in all communities and settings.

### **Department Goals and Objectives**

#### **Goal I: Medical Knowledge and Competence in Patient Care**

Prepare entry-level practitioners with the skills necessary to effectively perform in an evolving healthcare environment.

#### **Medical Knowledge Objectives**

Upon completion of the program, the student will be able to:

- Recognize signs and symptoms that define a disease process
- Discuss the laboratory and radiographic testing that support a working diagnosis based upon the presenting signs and symptoms of a disease process
- Identify treatment options for a disease entity
- Define the potential complications of treatment (both medical and surgical)
- Understand the natural history of a disease process that goes untreated
- Explain the pathophysiological processes leading to common acute and chronic diseases

#### **Patient Care Objectives**

Upon completion of the program, the student will be able to:

- Perform medical and surgical procedural and technical skills essential to Physician Assistant practice
- Perform appropriate history and physical examinations
- Develop and implement patient management plans
- Effectively communicate medical findings, treatment plans, procedures, and patient education with colleagues and patients in both verbal and written formats
- Formulate a differential diagnosis based on a clinical situation
- Understand the role of preventive medicine in healthcare including screening recommendations

## **Goal 2: Professionalism**

Instill within PAS learners the professional values and ethical behaviors expected of physician assistants.

### **Professionalism Objectives**

Upon completion of the program, the student will be able to:

- Exhibit honesty and integrity in all interactions
- Demonstrate respect, caring, and compassion
- Understand how cultural differences can impact patient care

### **Active Engagement in Community Service Objectives**

Upon completion of the program, the student will:

- Participate in at least one community service activity during both the didactic phase and the clinical phase of the program.

## **Goal 3: Interprofessional Education**

Prepare graduates to work effectively in interprofessional healthcare teams

### **Interprofessional Education Objectives**

Upon completion of the program, the student will be able to:

- Recognize the unique roles and abilities of each member of the healthcare team to improve team effectiveness for the optimization of patient care.
- Work effectively with members of the healthcare system utilizing team-based concepts and/or leadership skills

## **Goal 4: Evidence-Based Learning**

Instill the importance of medical research as it relates to clinical practice

### **Evidence-Based Learning Objectives**

Upon completion of the program, the student will be able to:

- Demonstrate an understanding of the meaning, purpose, and nature of scientific inquiry by relating its significance to evidence-based medicine through evaluation of the medical literature
- Apply the principles of beneficence, justice, and respect as it relates to the conduct of research involving human subjects and clinical practice.
- Utilize evidence-based practice and experience to engage in lifelong learning.

## **CHAPTER 1: CURRICULUM AND INSTRUCTIONAL PROCESS**

### **Physician Assistant Studies (PAS) Program Description**

Course Length: 28 months (seven (7) semesters)

- 16 months (four (4) semesters): Didactic Phase
- 12 months (three (3) semesters): Clinical Phase

### **Curriculum Conventions**

The following conventions apply throughout the outline of instruction:

#### **Standards**

All didactic objectives will be in accordance with texts or student resources as cited. A listing of required and suggested texts will be provided for each course and printed in the syllabus for the course.

All didactic performance requirements, whether in a simulated or real situation, will be evaluated based upon written objectives outlined in the individual course syllabi.

Clinical rotation requirements will be available before students enter the clinical year of education. Clinical year students are expected to complete/perform all stated objectives during the clinical rotations. Each student is responsible for knowing the material listed within the objectives through ongoing reading, research, and study during the rotation as rotations cannot provide experience in all topics or procedures listed. The rotation syllabi and study guides provide a framework for the student to develop a study plan.

#### **Presumed Conditions**

The PAS program uses either the interactive television (ITV) system for delivering material to students between the Grand Rapids and Traverse City campuses or a web-based system for remote learning for those not in the classroom. In the event of interruptions of connection, the lecture(s) will be recorded. See Chapter 4 and Appendix L for further information.

Simulated, or actual, performance objectives will occur in either simulated clinical/laboratory/practical or real clinic/laboratory settings. Equipment and supplies will be provided by the student and/or by the program.

Unless otherwise stated, reference materials, electronic devices other than those required to complete exams, and smart watches are not to be used by the student during evaluations, tests, or practical exams.

## **Delivery Methods**

The PAS program uses a variety of teaching modalities to deliver the didactic curriculum. These include in-seat synchronous using ITV technology, remote synchronous learning using Zoom technology, recorded lectures, and face-to-face.

### Interactive Television (ITV)

When students are in-seat in CHS (Grand Rapids) and NMC UC (Traverse City), they interact with faculty and students at the other campus through the ITV system. The ITV system uses live video feedback between students and faculty at the two campuses and shows the course material on large screens in the front of the respective classroom. Students can see the lecturer and the students at the opposite campus on additional screens positioned in the front of the classroom while interacting in real-time.

### Virtual via Zoom®

The PAS program uses Zoom® to deliver the curriculum virtually in a synchronous manner. This web-based platform allows students to listen and participate remotely. A faculty member may choose to use Zoom® for their lecture or small group sections.

### Recorded Lectures

Lectures may also be recorded and posted to Blackboard, the GVSU Learning Management System. This asynchronous delivery of information involves additional instruction and interaction between faculty and students.

### Face-to-Face

Face-to-Face course delivery is utilized for courses that include hands-on experiences (i.e. physical examination laboratory) as well as small group discussions.

The GVSU PAs program uses the web-based portal ExamSoft® and the downloadable application Exemplify® for all testing during the didactic and clinical sections of the program. Please see page 38 for more information on the requirements for use of these programs.

Students are required to have an up-to-date electronic device to effectively participate in content delivery and assessment in the program (see page 38 for technology requirements).

## **Degree Requirements**

### **PAS Program**

Students are required to meet the objectives outlined in the PAS Missions and Goals. These objectives are further broken down by individual course objectives throughout the PAS Program curriculum and are evaluated through written, oral, and applied evaluations. A student who does not meet all of the

PAS Program objectives, regardless of their final course grade or grade point average (GPA), will be required to register for and successfully complete an independent study or be dismissed from the program, dependent on the degree of deficiency and current academic standing.

### **Didactic Academic Degree Requirements**

Specific course requirements will be made available in the course syllabus. Students must achieve  $\geq 80.00\%$  final course grade in PAS courses and  $\geq 75.00\%$  final course grade in non-PAS courses (BMS 561 and STA 610). Students failing to achieve the minimum requirements in a course must remediate the course to receive credit for the PAS program.

### **Clinical Academic Degree Requirements**

Specific course requirements for clinical rotations will be provided before students enter the clinical phase of education. Clinical year students are expected to complete/perform all stated objectives during the clinical year. Although rotations may not always provide experience in all topics or procedures listed, the student is still responsible for knowing the material through ongoing reading, research, and study during the rotation. The rotation syllabi and study guides provide a framework for focused self-directed learning. A minimum grade of 80.00% is required for successful completion of each clinical rotation. Please refer to the clinical rotation handbook for further information regarding requirements and grading for the clinical phase of the program.

All clinical rotations must be successfully completed before graduation from the program.

## **Graduate Program**

### **Academic Requirements**

The university requires all graduate students maintain a GPA  $\geq B$  (3.0) average throughout their graduate education. Please refer to the graduate course catalog for further information:

<http://catalog.gvsu.edu/content.php?catoid=48&navoid=2406>

### **Graduate Academic Policy for the Award of a Graduate Degree at GVSU**

1. The university may award a graduate degree only when a student meets all program requirements and their graduate program GPA is  $\geq B$  (3.0) average.
2. Credit at the graduate level will only be awarded for grades of  $\geq C$  (2.0). Grades  $< C$  will be calculated in a student's GPA, but the credits will not count toward the degree. Individual programs may have more stringent requirements, please refer to your specific program policies for more information.

3. The student must fulfill all requirements for the degree within a period of eight (8) consecutive years. The date of entry into the first graduate course counted toward the degree is viewed as the starting point of the eight (8)-year period.
4. Master's programs may include some courses that are dual-numbered at the senior undergraduate and graduate-level (maximum of nine (9) credits). Such courses must be approved for dual listing and must follow the dual-listed course policy. Graduate students may not repeat for graduate credit dual-listed courses that were taken in their undergraduate program. If such a course is a master's program requirement, the department will make an appropriate substitution.
5. Candidates for advanced degrees must demonstrate not only their mastery of the subject matter but their ability to integrate and synthesize it. They must also demonstrate their ability to generate new knowledge and/or apply existing knowledge to specific practical situations in a culminating experience. This demonstration must take the form of a project, thesis, dissertation, internship, comprehensive examination, or a culminating experience course.

### **Responsible Conduct of Research Training**

All GVSU graduate students must complete Responsible Conduct of Research (RCR) training prior to the end of their didactic year. A student who has already undergone RCR training at a different institution and wishes to use that training to complete this requirement must provide written proof of completion to both the Program Director and the Graduate School Dean before the end of the first didactic semester of the PAS program.

Students who do not have previous training in RCR training must complete RCR training through the online RCR training program, Collaborative Institutional Training Initiative (CITI). This program is free through the university for all PAS students.

### **Steps to complete RCR training through CITI**

Go to <https://www.gvsu.edu/rcr/online-rcr-training-and-certification-29.htm> to log in using your GVSU username and password. Click on the CITI training logo on this page. Once logged on, choose view courses under the "Institutional Courses, Grand Valley State University". Under the "Courses Ready to Begin" heading, you should have access to the Group I Biomedical Research Investigators and Key Personnel course. Click start now and complete all the modules,

Once you have completed the online modules, you will receive a certificate that must be uploaded into your Health Compliance Blackboard site, refer to Chapter 5: GVSU Health

Compliance Policy for further information. Any student who has not completed this training or has not supplied proof of completion will not be allowed to start the clinical phase of the program.

### **PAS Didactic Re-test Policy**

Students achieving a final course grade between 75.00% and 79.99% in a PAS course may qualify for a re-test to evaluate the students' knowledge of the course material. A re-test is not a form of remediation. The purpose of the re-test is to give the student another attempt at demonstrating their level of knowledge of the course material. Please see the Clinical Year Student Handbook regarding the re-test policy regarding the clinical phase of the program.

1. Students may take a maximum of **TWO (2)** re-tests in a semester.
2. In order to qualify for a re-test, students must meet the following criteria:
  - a. The student's final PAS course grade is between 75.00% and 79.99%
  - b. The student completed all examinations
  - c. Students have not failed > two (2) courses in a semester (< 75.00% in a non-PAS course or < 80.00% in a PAS course).
  - d. See course syllabi for additional requirements for re-test qualification specific to each course
3. Re-testing is not available in the following circumstances:
  - a. For non-PAS courses (i.e. BMS 561 and STA 610)
  - b. Students achieving a final course grade of <75.00% in a PAS course.
  - c. Students with a final course grade of < 75.00% in a non-PAS course or < 80.00% in a PAS-course in  $\geq$  three (3) courses in a semester will be dismissed from the PAS Program without the option of re-testing or independent study in any of the courses.
  - d. In situations where students have not completed all examinations or requirements set forth in the course syllabi.
4. If the re-test is passed with  $\geq 80.00\%$ , the final grade for the PAS course will be 80.00% and the student will continue with their current academic schedule.
5. Students who do not pass the retest with  $\geq 80.00\%$  will be required to remediate the PAS course material by completion of an independent study (PAS 699) in the subsequent semester or by repeating the course the following year (after a deceleration; see Ch 2, p. 20). The final PAS course grade for the student will be the original grade prior to retesting. Please see the PAS Didactic Remediation Policy for further information regarding the requirements for remediation.

### **PAS Didactic Remediation Policy**

Students identified by the PAS program as having deficiencies in knowledge and/or skills during the didactic phase of the program may be offered remediation. Please see the Clinical Year Student Handbook regarding the policy for remediation of incomplete and/or failing grades during the clinical phase of the program.



1. Students scoring < 75.00% in a non-PAS course and/or a < 80.00% in a PAS course will be required to remediate the course(s) by means of an independent study (PAS 699) in the subsequent semester. Re-testing is not available to students with a final course grade < 75.00% or in non-PAS courses, see the PAS Didactic Re-Test Policy for further information regarding qualifications for re-testing.
2. Students who do not pass a retest with  $\geq 80.00\%$  will be required to remediate the course material by completion of an independent study (PAS 699) in the subsequent semester.
3. Students requiring remediation will register for the independent study (PAS 699) course in the subsequent semester along with their previously scheduled courses. The specifications of the independent study and remediation plan will be set forth by the instructor of record and the department chair. The final grade for the course being remediated will be the original grade prior to retesting. The independent study (PAS 699) will record a separate grade.
4. Failure of an independent study will result in dismissal from the program without the option of re-testing or further remediation.
5. Students may take a maximum of **TWO (2)** independent study courses during the didactic portion of the PAS program. Any additional failures during the didactic phase of the program will result in dismissal from the program without the option of independent study.

### Determination of Grades

Grading for all PAS didactic courses:

A	=	95-100%	=	4.0	C+	=	73-76.99%	=	2.3
A-	=	90-94.99%	=	3.7	C	=	70-72.99%	=	2.0
B+	=	85-89.99%	=	3.3	C-	=	67-69.99%	=	1.7
B	=	80-84.99%	=	3.0	D+	=	63-66.99%	=	1.3
B-	=	77-79.99%	=	2.7	D	=	60-62.99%	=	1.0
					F	=	<60.99%	=	0.0

### Grounds for Probation

- i. A final course grade < 3.0 (B; 80%) and/or a cumulative semester GPA < 3.0 in the PAS curriculum will result in a student being placed on academic probation.
- ii. Academic performance below the requirements set by the university, program, or course, requiring academic review (see GVSU Graduate School Policy). Any student who needs to retest during the didactic year will be placed on academic probation. The terms of the probation will be outlined by the Department Chair.
- iii. Any student who is required to remediate a course with an independent study (PAS 699) will be placed on academic probation. The terms of the probation will be outlined by the Department Chair.
- iv. Failure of a clinical course (PAS 610, PAS 620, PAS 630), clinical rotation, student duties, preceptor evaluation, or more than one end of rotation (EOR) examination will result in academic probation for the remainder of the clinical year.

- v. A student referred to the Student Academic Life Committee for an issue concerning professionalism may be placed on disciplinary probation as part of their remediation plan outlined by the Program Director.

### **Institutional Minimums for a Master's Degree**

A cumulative GPA of  $\geq 3.0$  or higher must be earned in the entire degree program in order to be graduated. A graduate student whose cumulative GPA falls  $< 3.0$  will be placed on academic probation and will be required to complete a written self-analysis of the factors contributing to their academic status and a plan detailing how they will achieve academic success going forward. The Self-Analysis and Academic Success Plan is to be submitted to the Student Academic Life Committee for review. Students on probation must achieve  $\geq 3.0$  GPA after the next semester of course work to remain in the program. A student has two (2) semesters to raise the overall graduate GPA to  $> 3.0$ . (see GVSU catalog for further institutional information: [www.gvsu.edu/catalog](http://www.gvsu.edu/catalog))

### **The institutional minimums for a graduate degree are:**

1. A cumulative graduate GPA of  $\geq 3.0$ .
2. Requirements for the degree must be fulfilled within a period of eight (8) consecutive years.
3. The PAS program does not allow transfer credits. Each student, regardless of background or previous experience, will be required to complete the entire PAS program.
4. All graduate students must complete  $\geq 24$  credit hours in residency at GVSU.
5. Students registering for graduate credits will be required to perform at the graduate level.
6. Candidates for advanced degrees must:
  - a. Demonstrate not only their mastery of the subject matter, but also their ability to integrate and synthesize it.
  - b. Demonstrate their ability to generate new knowledge and/or apply existing knowledge to specific practical situations (comprehensive examination or an appropriate project).

### **Auditing Courses**

#### **Required Coursework**

Required courses within the PAS curriculum may not be audited, except in rare situations where the student has previously passed the course and prior approval is obtained from the Department Chair.

#### **Elective Coursework**

Elective courses, in addition to the PAS curriculum, can be audited or taken as a graded course. Please follow the procedures listed below for taking a course by audit:

Audit: Students must initiate this process by obtaining a form from the records office **and** by getting the appropriate signatures. All paperwork must be completed and returned to the records office by the end of the first week of classes. Students should keep a copy.

## **Student Rights and Responsibilities**

The relationship of a student with a university brings with it certain rights and privileges and imposes certain obligations and responsibilities. A student has the right to competent instruction, good counseling, adequate facilities, and the right to expect the highest degree of excellence possible within the resources of the University. A student also has the right to protection from unreasonable and capricious actions by faculty, administration, and student organizations. Likewise, the student has the responsibility to devote him/herself to the serious pursuit of learning and to respect the rights and opinions of others, including faculty, the administration, and his/her fellow students

### **Student Rights**

1. Each student has the right to be considered for admission, advancement, degrees, honors, and all academic and co-curricular activities and benefits without regard to ancestry, religion, gender, sexual orientation, political belief, or country of origin.
2. Each student has the right to know the regulations by which he/she is governed. Each student has the right to advocate, without fear of reprisal, changes in any rule by which he/she is governed.
3. Each student has the right to be advised in writing of charges that might lead to disciplinary action in nonacademic matters.
4. Each student has the right to a fair hearing before final disciplinary action is taken.
5. Each student has the right to free inquiry and scholarly investigation, and the right to discuss, exchange, and publish any findings or recommendations, either individually or in association with others, provided he/she makes no claim to represent the University without due authorization.
6. Each student has the right to organize, join, and participate in recognized campus organizations, subject to the University rules governing such organizations.
7. Each student has the right to a voice in democratic student government within the University and its several schools, colleges, and divisions. Likewise, each student has the right to advocate, without fear of reprisal, any policy or change in existing policy in all matters affecting students.
8. Each student has the right to be secure in his/her rights as a citizen without prejudice to his standing in the University, provided he/she does not make claim to represent the University without due authorization.

## **Student Responsibilities**

1. Each student has the responsibility to comply with the rules governing students at the University, as well as rules and regulations unique to the PAS program as outlined in this handbook.
2. Each student has the responsibility, when acting as a member of a student organization, to observe the University rules governing such organizations.
3. Each student has the responsibility, in word or act, whether individually or in association with others, not to claim, without due authorization, that he/she is an official representative of the University.
4. Each student has the responsibility to support academic integrity.
5. Each student has the responsibility to conduct himself/herself in accordance with generally accepted standards of conduct as embodied in society's laws and regulations.
6. Each student, as a member of the University community, has the responsibility to conduct himself/herself in a manner, which sustains in all areas of University life, the atmosphere necessary for the broad educational purposes of the University community.
7. Each student has the responsibility to respect innovation and individual differences and to conduct himself/herself so as not to violate the rights of other students and members of the administration and faculty.
8. Conscientiously fulfill all assignments and requirements of the program.
9. Attend classes punctually, or notify instructor if you will be absent or tardy from a class.
10. Maintain a scholarly, courteous demeanor in class.
11. Uphold academic honesty in all activities.
12. Notify the instructor as early as possible if prevented from keeping an appointment or carrying out an assignment.
13. Discuss with instructor any class-related problem and follow established procedures in the resolution of these problems.
14. Adhere to instructor and general University policies on attendance, withdrawal, or other special procedures.

### **Student Honor Code**

Students entering the PAS program are expected to abide by the principle of honesty, which is fundamental to the life of the University community and to the profession for which they are preparing.

Students are expected to honor this principle as conduct in the classroom is indicative of conduct on the job. Students who display integrity in academic endeavors will display similar traits in the clinic with patients and employees. Any variance from total and complete honesty and integrity will result in dismissal from the program. Your future patients expect as much.

This principle of honesty binds all students to act in accord with the requirements of academic integrity and to participate only in those activities which foster and maintain the purpose of the learning process. Students are also expected to take appropriate action in cases where actual and/or suspected incidences of dishonesty are observed. Please refer to the GVSU Graduate Catalog for further information on the GVSU academic integrity policy.

### **Faculty Rights and Responsibilities**

Since education is a cooperative effort between educator and student, both parties must fulfill their responsibilities if the integrity and efficacy of the instructional process are to be preserved.

#### **Responsibilities of Faculty Members**

1. Contribute to and remain abreast of the latest developments in their field of expertise.
2. Continually pursue teaching excellence.
3. Treat all students with respect and fairness without regard to ancestry, race, religion, political belief, country of origin, gender, sexual orientation, age, marital status, or disability.
4. Encourage differing viewpoints and demonstrate integrity in evaluating their merit.
5. Attend classes regularly and punctually, adhere to the scheduled class and examination times, and arrange for notification of absence and coverage of classes.
6. Establish and maintain appropriate availability to meet with students.
7. Present early in the term, the following course information:
  - a. Course objectives and general outline.
  - b. Classroom procedures to be followed, and expectations concerning class attendance, and proposed dates of major evaluation (including examinations, papers, and other projects).
  - c. Where appropriate, schedule of class-related activities, including class meetings and laboratory sessions.

- d. List of texts and/or other materials needed for the course.
- 8. Provide and/or within reasonable limits, adhere to the written course syllabus.
- 9. Know course matter thoroughly, and prepare and present the material conscientiously.
- 10. Be informed of University/Departmental services and recommend their use to students when advisable.
- 11. Follow these policies concerning written work and grade:
  - a. Grade and return written work promptly.
  - b. Submit final grades by the scheduled time.
  - c. Allow students to examine materials not returned within the term (e.g., final exam, major papers) and retain such materials for one (1) academic year.
- 12. Implement unit procedures for student evaluation of faculty teaching with attention to preserving student anonymity.
- 13. Maintain a scholarly atmosphere.
- 14. Complete grading within a reasonable timeframe following the exam or assignment.
- 15. Post weekly office hours.
- 16. All faculty will meet every semester to discuss the academic performance of students, including remediation and disciplinary actions.
- 17. All faculty will meet routinely and at the end of every academic year to discuss the activities of the PAS Department.

### **Expectations and Handling of Complaints**

It is expected that faculty and students fulfill their responsibilities to the instructional process. If, however, a complaint does arise, the parties should meet in an effort to resolve the matter. When such a discussion fails to resolve the problem, or is inappropriate given the circumstances, the head of the academic unit should be contacted. If this contact fails to satisfy the complaint, the University's published procedures should be followed.

## **CHAPTER 2: STUDENT SUCCESS**

### **Advising**

#### **Assignment of Advisor**

Each student admitted to the PAS program will be assigned an advisor from the PAS faculty. Students may be assigned a different academic advisor when faculty turnover occurs or when personal advisee/advisor conflicts occur, as deemed necessary by Department Chair.

#### **Advising Appointments**

1. Students may request advising sessions at any time and are encouraged to set-up these appointments with their respective advisor at least once per semester.
2. Formal advising sessions are to occur at the beginning of each semester. Students accept the responsibility to schedule an advising appointment with their advisor. The topics to be covered during this appointment are to include, at a minimum, a discussion of progress toward the degree in Master of Physician Assistant Studies and a discussion of the student's progress along the continuum of abilities.
3. Students are required to meet with their advisor if they receive a grade < 80.00% on any PAS exam or < 75.00% on any non-PAS exam after they have met with the IOR. It is the student's responsibility to contact their advisor to set-up an appointment. Students are expected to contact their advisor within five (5) days of receiving their grade.
4. Written documentation is to be kept of all advising sessions. Students may be given a copy of the documentation of their individual advising appointments if the student requests.
5. Students may request time to review their file at any time by emailing their faculty advisor requesting the privilege. Their advisor will be present during this review if he/she deems that it is in the best interest of the program.

#### **Faculty Office Hours**

Faculty post regularly scheduled office hours on their office doors, in syllabi, and on the PAS MAJORS Blackboard site. Due to the nature of teaching in the PAS program, these hours are subject to change. Please call or email for an appointment. Some have drop-in times available. If a student is at a distant campus, communication will be through the video conference phone or Zoom. At other times, the communication can be done through a web-based service like Blackboard Collaborate Ultra.

Traverse City: (616) 331-9090  
Grand Rapids: (616) 331-5759

UC Suite 15  
CHS 104

## **Tips for Successful PAS Students**

The PAS Department strongly recommends:

1. Studying course material on a daily basis rather than waiting until the last minute to prepare for exams.
2. Avoiding outside employment throughout both didactic and clinical phases of PAS training.
3. Developing a strong support network prior to and during your training. Examples of this could include establishing study groups, arranging childcare, etc.
4. Familiarizing yourself with the content of the GVSU PAS program handbook and continuing to refer to it throughout your training.
5. Purchasing required textbooks and reading required sections.
6. Preparing as recommended for lectures. Do not study solely PowerPoints and/or classroom notes.
7. Utilizing all available resources and opportunities for learning within the PAS program. Examples of these experiences would include attending review sessions, using entire class time for laboratory sessions, etc.
8. Participating in student led activities within your PAS class to develop and strengthen your peer support network.
9. Developing a good relationship with your faculty advisor.
10. Incorporating occasional personal time to recharge.

Grand Valley offers many resources to help you succeed in your journey through the GVSU PAS program. The GVSU Student Academic Success Center can be accessed at 616-331-3588 or at [www.gvsu.edu/sasc](http://www.gvsu.edu/sasc) and offers study skill coaching in:

- [General study strategies \(http://www.gvsu.edu/sasc/general-learningstrategies-126.htm\)](http://www.gvsu.edu/sasc/general-learningstrategies-126.htm)
- [Note taking \(http://www.gvsu.edu/sasc/note-taking-and-concept-mapping-117.htm\)](http://www.gvsu.edu/sasc/note-taking-and-concept-mapping-117.htm)
- [Reading strategies \(http://www.gvsu.edu/sasc/reading-and-research-80.htm\)](http://www.gvsu.edu/sasc/reading-and-research-80.htm)
- [Stress management \(http://www.gvsu.edu/sasc/stress-management-89.htm\)](http://www.gvsu.edu/sasc/stress-management-89.htm)
- [Time management \(http://www.gvsu.edu/sasc/timeself-management-75.htm\)](http://www.gvsu.edu/sasc/timeself-management-75.htm)
- [Test-taking strategies \(http://www.gvsu.edu/sasc/test-taking-resources-116.htm\)](http://www.gvsu.edu/sasc/test-taking-resources-116.htm)



## Facilitating Student Success Policy and Procedure

This policy is intended to facilitate student success in the following situations:

- I. A student who is struggling with personal issues such as anxiety, illness, and/or death of a relative or friend that negatively impacts their performance in the GVSU PAS program
  - a. Students meeting this criteria are encouraged to make an appointment with their faculty advisor to discuss what assistance the program and university can provide.
  - b. If a faculty member recognizes a student who meets these criteria during the didactic or clinical phase, the faculty member will refer the student to the clinical coordinators and/or their faculty advisor.
  - c. Recommendations made by the faculty advisor will be dependent on the specific situation but examples could include:
    - Referral to GVSU Student Academic Success Center ([www.gvsu.edu/sasc](http://www.gvsu.edu/sasc))
    - Referral to GVSU Student Disability Services ([www.gvsu.edu/dsr](http://www.gvsu.edu/dsr))
    - Referral to GVSU Counseling and Career Development Center ([www.gvsu.edu/counsel](http://www.gvsu.edu/counsel))
    - Referral to GVSU PAS Student Academic Life Committee
2. A student who performs below the passing standard for the GVSU PAS program on one or more exams
  - a. Students are encouraged to use the PAS Self Evaluation Tool and Competency Checklist with their PAS academic advisor as an aid to assist with academic success in the program.
  - b. If the instructor of record recognizes a student who meets this criterion during the course, that instructor may elect to schedule a meeting with the student to discuss his/her progress. Alternately, the instructor may defer to the individual student to initiate a meeting. Students are encouraged to meet with the instructor of record if they are not meeting the course requirements.
  - c. Students are required to meet with their PAS faculty advisor if they receive a grade of < 80.00% on an individual exam in a PAS course or < 75.00% in a non-PAS course on  $\geq$  two occasions.
  - d. If a student fails to meet the passing standard for any course by the end of the semester, the instructor of record must inform the GVSU PAS Program Director and the GVSU PAS Student Academic Life Committee chair.

### **Student Mentorship Program**

The PAS faculty will work with the current PAS class to establish student mentors for the incoming students. Participation in the student mentorship program is voluntary. The PAS student society, Richard Paul Clodfelder (RPC), will assign mentees to mentors. The student mentorship program will be organized by the student RPC society but the program will offer support as needed such as accommodating schedules to allow times for mentor/mentees to meet.

## **Student Academic Life Committee**

The purpose of the Student Academic Life (SAL) Committee is to monitor student progress, facilitate student success, and evaluate concerns regarding student professionalism. The SAL chair will assist students in monitoring their academic progress by sending students an email notifying them if their grades are trending below the required minimums set by the program. Students referred to the SAL committee for issues concerning professionalism will be notified of the referral and meeting time by the SAL Chair via their GVSU email account. The SAL committee is comprised of PAS faculty representatives, excluding the chair of the department. The SAL Committee Chair is appointed by the Department Chair.

## **Policy and Procedure for Identification of Students at Academic Risk**

### **Policy**

The GVSU PAS faculty are dedicated to help students achieve academic success in the PAS program. The PAS program recognizes that each individual student is different in how he/she tracks their personal academic progress. Based on this, the PAS program will monitor the academic progress of students within the program in order to provide academic assistance when needed. Students will be identified as being at possible academic risk based on their academic performance on examinations. These students will be notified of their academic standing by the PAS program and instructed to meet with their PAS faculty advisor. The purpose of the meeting is to help identify causes of academic challenges and provide support and guidance with regard to the PAS curriculum.

The PAS program has set forth specific standards as to what constitutes a passing final course grade. A minimum overall course grade of 75.00% is required for all non-PAS courses (BMS 561 and STA 610) to be considered passing in the PAS program. A minimum overall final course grade of 80.00% is required for all PAS didactic courses to be considered passing in the PAS program. The below procedure has been put in place to help facilitate students in meeting these academic standards. Please refer to the student handbook for further information on the PAS grading policy.

### **Procedure**

#### **During the semester**

1. Students scoring < 75.00% on a non-PAS course examination or < 80.00% in a PAS course examination, on two or more occasions will be identified by the PAS program.
2. Students in the above-mentioned academic situation will be notified by the SAL committee or instructor of record (IOR) via email of their academic standing.
3. Upon receipt of the email notification, the student is required to contact their PAS faculty advisor and schedule an appointment to discuss their academic progress.
4. The student is to bring a copy of the email/letter sent to them regarding their academic standing so that it can be signed by both the PAS advisor and student acknowledging the student's current academic standing.
5. The PAS faculty advisor will discuss the student's current academic standing and resources available to support academic success within the PAS program.

6. The PAS faculty advisor may refer the student to the IOR for courses the student is not performing adequately in or recommend other resources such as the GVSU Student Academic Success Center.
7. The exact guidance and referrals provided by the PAS faculty advisor will be tailored to the individual needs of the student.

At the completion of the semester

1. Students scoring < 75.00% in a non-PAS course or < 80.00% in a PAS course, will be identified by the IOR to the PAS program Student Academic Life (SAL) chair.
2. Students scoring < 75% in the non-PAS courses, will be considered as not passing those courses and will be required to remediate (see remediation definition below).
3. Students scoring < 80% in two or fewer PAS courses, will be allowed a retest in those classes not passed with  $\geq 80\%$ . If this retest is passed with  $\geq 80\%$ , the student will pass the course with an 80%. If the student does not pass the retest, the student does not pass the class and will receive the grade in the course that was determined prior to the retest. The IOR will notify the PAS program SAL chair of the failure of the course (< 80%).
4. Faculty will discuss (either in person, by phone, or email) options for the student who has not passed a course within the program. This discussion should include the IOR, advisor, and one or more members of the SAL committee.
5. Students who do not pass more than two courses ( $\geq 80\%$  in PAS courses or  $\geq 75\%$  in non-PAS courses), will be referred to the PAS program SAL committee for dismissal.
6. Students who do not pass two or fewer courses ( $\geq 80\%$  in PAS courses or  $\geq 75\%$  in non-PAS courses), will have two options for remediation of the material that has not been successfully passed. The options are deceleration or independent study. See definitions below.
7. The student will be asked to meet with the SAL chair and/or IOR and/or advisor for a discussion and decision on remediation.

**Definitions: Retest, Remediation, Independent Study, Good Standing, Deceleration, Probation, Course Withdrawal, Voluntary Program Withdrawal, Leave of Absence, Dismissal, Appeal Process, and Grounds for Dismissal from the University.**

**Retest**

Students who do not meet the required academic requirements in a PAS course or a clinical end of rotation (EOR) exam MAY be given the opportunity to retest to demonstrate they have learned the required material. Please see the Re-test and Remediation policy for specifics regarding the criteria for retesting. The format of the retesting will be at the discretion of the IOR, taking into account the format of the course and the type of academic deficiency. Please see the clinical handbook for further information regarding retesting during the clinical year.

## **Remediation**

Students who do not meet the required academic requirements in a course or clinical rotation MAY be given one (1) opportunity to do remedial work to meet the academic requirements. Remediation for a didactic course failure will constitute either an independent study course in the subsequent semester or deceleration (see definitions below). Remediation for a clinical rotation or clinical module failure will involve actual clinical time and/or independent study following completion of the clinical year. Please see the clinical handbook for further information regarding remediation during the clinical year.

## **Independent Study**

Independent study provides students with an opportunity to remediate coursework and demonstrate understanding of course material that was not successfully completed during the prior semester. The independent study will be completed in the subsequent semester. The student will be required to register for the independent study course (PAS 699, credit load depending on credit load of course failed) and will take the course in addition to the other courses scheduled for that particular semester. If a student does not successfully complete the requirements for the independent study, the student will be dismissed from the program. During the didactic phase of the program, a student may take a maximum of two (2) independent study courses. Any additional failures will result in dismissal from the program. Please see the clinical year handbook for further delineation of independent studies during the clinical year.

## **Good standing**

A student in good standing in the PAS program, is one who has maintained an overall graduate GPA of > 3.0 and does not meet the criteria for academic review. Meeting the qualification for academic review for a PAS student would consist of any the following (as modified from the GVSU Graduate School Policy manual regarding academic review):

- a. Currently receiving a grade of B- or lower in any PAS course;
- b. A second or subsequent grade of B- or lower in graduate courses in the student's program;
- c. A second or subsequent grade of No Credit (NC) in graduate courses in the PAS program;
- d. Unsatisfactory performance in a required clinical experience, internship or practicum as outlined in the syllabus;
- e. A semester or cumulative program GPA is < 3.0;
- f. Not meeting conditions of a previously imposed academic probation;
- g. At the end of the semester has more than two unresolved grades of I (Incomplete) that were assigned in a previous semester.

## **Deceleration**

Deceleration is a temporary stoppage of the program. In this instance, the student stops the program, withdraws from all courses, and returns with the next cohort of students the following year to re-take the course(s). The student will be required to register for all course(s) failed. The program may decide

to require the student to audit select PAS courses at the same time. A student who does not successfully complete the requirements for deceleration will be dismissed from the program. A student may decelerate once in the program. Please see the clinical year handbook for further delineation of independent studies during the clinical year.

### **Probation**

Probation is a status that can be assigned to students who have had academic (academic probation) or professional/behavioral problems (disciplinary probation). The duration of the probationary status will be determined by the student's academic progress, but will extend, at a minimum, to the end of the following semester. When a student is placed on probation, the Department Chair, in conjunction with the SAL Committee, will draw up a contract which outlines the steps to be followed to be taken off probation. The contract will be signed by the student and the Department Chair. During the period of probation, the PAS faculty advisor will monitor the student's progress, but the student is ultimately responsible for completion of the terms of the remediation plan. **(See Test and Remediation Policy under Curriculum Conventions.)** Students may be required to do assignments, attend classes, or engage in other educational courses outside of the PAS curriculum if felt appropriate by the SAL Committee and/or the Department Chair.

The above policy does not constitute grounds for University probation, but only applies to the PAS program. Program probationary documents will not become part of a student's university record or student transcripts.

### **Course Withdrawal**

Individual course withdrawal is not allowed.

### **Voluntary Program Withdrawal**

At any time during the program, a student may elect to withdraw from the program. If a student chooses to withdraw, they must withdraw from all courses. The student is required to write a formal letter of withdrawal to the Program Director. The Program Director may request to meet with the student to discuss reasons for withdrawing. Depending on the timing of the withdrawal, a student may or may not receive a "W" on the courses they are enrolled in. Refer to the GVSU Undergraduate and Graduate Catalog for more details on withdrawal. A student who chooses to withdraw from the program **does not have the option to return to the PAS program unless they reapply.**

### **Leave of Absence**

A PAS student in good academic standing, may request a leave of absence (LOA). A LOA is a temporary stoppage of the program due to health or personal reasons. Examples of cause include, but are not limited to, medical issues, caring for family members, non-optional military commitments, or maternity leave. The student must provide in writing to the Program Director, the reason for seeking a LOA and should include supporting documentation, if deemed necessary.

If, during the first four (4) semesters of the program, a student requests a LOA, it will be considered for one (1) year, or until the start of their first incomplete semester, based on the cohort program and course offerings.

Students must be physically and emotionally stable, committed, and academically prepared when they start the Clinical Rotation Year or a clinical rotation module. If a student does not meet these essential requirements, it is the student's responsibility to request a LOA prior to starting the Clinical Year and/or prior to starting a clinical rotation module. In the event of a serious injury, incapacitating illness, or other temporary medical disability, temporary medical leave from the program's rotation requirements will be provided, as medically necessary. Students should be aware that depending on rotation availability and scheduling limitations, there may be a delay after a student's return from medical leave before a sufficient make-up rotation placement can be arranged, which may extend the time it takes a student to complete the program. The Directors of Clinical Education will assist a student in developing a plan for a return to full-time clinical education. (See Temporary Medical Leave policy in Clinical Year Handbook.)

A student who returns from a LOA, must supply the program with a "fit for duty" letter, from a treating healthcare provider, that indicates readiness to begin course work. A student returning from a LOA extending more than one (1) semester may be required to complete academic preparatory and/or assessment work prior to reentering the program. Please see the graduate catalog for further information on the Graduate Academic Policy on Leave of Absence.

(<http://catalog.gvsu.edu/content.php?catoid=48&navoid=2406#GradAcadPandR>)

### **Dismissal**

**Any one of the following items may constitute grounds for dismissal from the program:**

1. Failure to comply with the probationary terms outlined in the remediation contract.
2. A cumulative GPA < 3.0 in any graduate program at GVSU will result in a letter to the Office of Graduate Studies, who, in conjunction with the Department Chair, may choose to dismiss the student.
3. Evidence of unethical or illegal behavior.
4. A final course grade on an independent study (PAS 699) < 75.00% for a non-PAS course or < 80.00% for a PAS course.
5. Three (3) or more courses in a single semester with a final course grade of < 75.00% in a non-PAS course or < 80.00% in PAS courses.
6. Students requiring probation more than once.
7. See clinical year student handbook regarding academic reasons for dismissal in the clinical year.

### **Appeal Process**

Should a student decide to appeal a program decision, the student must submit the following items in writing PRIOR to the first day of the start of the next semester:

1. A letter of intent to appeal and reasons for appeal to the Program Chair.
2. A written appeal to the Dean of the College of Health Professions.

If the student is still not in agreement with the plan, the student may then elect to appeal the decision. Refer to the University Catalog Student Academic Grievance Procedures for further details.

### **Grounds for Dismissal from the University**

The PAS program is under no obligation to assist students who have been dismissed from the University, whatever the reason for their dismissal. However, the program may decide whether or not to support the student's application for readmission to the University. During this process, the program may decide not to support the student's appeal for readmission to the University. The student then may appeal for reinstatement without the program's support.

### **Graduate Student Honors and Awards**

Every year, each graduate program selects an outstanding graduate from a pool of eligible students. Eligibility is based upon the follow faculty-established criteria:

- Strong Academic Performance.
- Strong Class Participation, especially outside of the classroom.
- Collegial and Professional Relations with Peers, Professors, and Preceptors.

The following are the potential graduate student awards:

#### **Provost Office Award – Outstanding Major**

- The PAS SAL Committee selects one nominee based on student academic performance and student service to the program, university and profession.
- Ceremony occurs in April

#### **Phi Kappa Phi**

- The PAS SAL Committee selects up to two (2) nominees who have earned 18 or more credits in the PAS program based on GPA > 3.85 and student character based on service to the program, university, profession, and community.
- Ceremony occurs in March

#### **Glenn A. Niemeyer Award**

- The PAS program may nominate one (1) clinical year student with a GPA > 3.70 who demonstrates excellence inside and outside the classroom.
- Ceremony occurs in April

### **GVSU Graduate Dean's Academic Excellence Awards**

The program may nominate one (1) clinical year student for each of the following awards who meets the listed criteria. The ceremony will occur in December. For further information please visit the graduate school website: <http://www.gvsu.edu/gs/graduate-deans-citations-for-academic-excellence-32.htm>

- Academic Excellence in a Degree Program Award
- Outstanding Publication Award
- Award for Excellence Service to the Community/Profession
- Award for Excellence in Leadership/Service to GVSU
- Award for Excellence in Promoting Inclusion and Diversity at GVSU
- Award for Excellence in Sustainability



## CHAPTER 3: PROFESSIONALISM

### Professional Behavior Expectations

1. **Act with integrity and honesty:** As of now, you are considered a member of the PA profession. You have an obligation to your profession, and to yourself, to maintain a professional demeanor in all public places.
2. **Be polite and respectful:** As a professional, you have the obligation to maintain an attitude of compassion. The welfare of the patient must be your first consideration.
3. **Attire, in public places, must be appropriate.**
4. **Hold yourself to high ethical standards:** As a PA professional you have an obligation to know and accept the *Guidelines for Ethical Conduct for the PA Profession* (see Appendix B).
5. **Life-long Learning:** As a PA professional, you have the responsibility to engage in ongoing educational activities related to the profession, keeping current with the latest developments in medicine.

### Professional Decorum Policy / Dress Code

The PAS student is a representative of the PA profession. The maintenance of a professional appearance and demeanor facilitates the acceptance of the profession and the individual by patients and other health professionals.

#### **All students should dress in a professional manner in ANY clinical setting:**

- a. All PAS students must be clearly and continuously identified as students during clinical experiences (e.g., properly displaying ID badge).
- b. Students should wear a short lab jacket and name tag unless indicated otherwise.
- c. Students should wear socks or hose, and shoes should be suitable for the clinical setting. (Note: no open-toed shoes per hospital/clinical protocol)
- d. Students should keep their nails in good repair and not wear false nails or nail polish.
- e. Students should avoid excessive jewelry, e.g. chandelier earrings, bangles, large medallion necklaces.
- f. Students with tattoos should keep them covered.
- g. Students with long hairstyles should keep the hair pulled back behind the shoulders to avoid its contact with the patient or a sterile field.

While attending classes or laboratory sessions on the GVSU campus, students may express their personal choice in dress. Choices should be tasteful and neat.

**The following apparel is considered unprofessional in ANY setting:**

- Cut-off, cut-out, or torn clothing
- Short shorts/short skirts
- Tank tops
- Low-cut shirts
- Tube tops/halter tops

**The following apparel is considered unprofessional in the CLINICAL setting:**

- Jeans
- Open-toed shoes
- Heavy perfume/aftershave
- T-shirts
- Hats
- Any item that shows the torso

**Professional Classroom Behavior Guidelines**

This policy has been developed in order to maintain a classroom atmosphere that enhances and fosters learning and demonstrates respect for the instructor and fellow students.

Student(s) who disrupt classroom instruction will receive an initial warning from the instructor on the first occurrence for that class session.

A second disruption within the same class session will result in the automatic expulsion of the student from the classroom and the student will not be allowed to return until the next class session of that course.

If the student is expelled from the same course a second time, they must report to the Department Chair before being allowed to re-enter the classroom. The Department Chair will determine the conditions under which the student may return to the classroom.

Failure to comply with these classroom behavior guidelines may affect the student's final course grade.

## CHAPTER 4: CLINICAL EDUCATION

The GVSU PAS program provides clinical education opportunities during both the didactic phase (Hospital Community Experiences - PAS 572, 573, 574) and the clinical phase (Clinical Rotations - PAS 610, 620, 630). The following apply to all clinical education experiences:

### **Clinical Requirements for the Didactic and Clinical Phases**

1. Each student is required to purchase his or her own short white (half-length) coat.
2. Each student is encouraged to have program-approved medical equipment. A list will be provided in PAS 501.
3. Each student must provide his or her own transportation to and from assigned clinical sites.
4. The University will provide each student with a nametag picture ID, this must be worn at all times during clinical educational opportunities. Didactic students must wear the accompanying badge-buddy which identifies students as PAS observer only status.
5. During some clinical experiences, students may be at risk of exposure to communicable diseases. Any cost for work-ups relating to any exposure is the responsibility of the student.
6. Health Compliance: All PAS students are expected to adhere to the GVSU Health Compliance Policy (Appendix G: GVSU Health Compliance Policy.).
  - a. The following must be completed prior to entry into the PAS Program. Criminal Background Check, Drug Screen, and Fingerprinting: The criminal background check and drug screen completed prior to entrance into the program are required for scheduling of hospital community experiences and clinical placements. Any criminal background check and drug screen results are to be sent directly to the GVSU Health Compliance Office. The results of the screening(s) will be maintained in a file by the GVSU Health Compliance Office.

If there is a positive result, depending on the degree of positivity, placements may not occur and GVSU legal counsel will be notified for appropriate deliberations (which may impact the student's ability to progress in the PAS Program).

The department reserves the right to randomly require unannounced repeat background checks and drug screens. A repeat criminal background check and drug testing may also be required by a specific clinical site closer to the actual clinical experience or rotation date. The cost of all required criminal background checks and drug screens is the responsibility of the student.

- b. Students are required to be compliant with the following prior to the end of the first academic semester and maintain compliance through the entire program:
  - Up-to-date immunizations, including MMR, DPT, HBV, Polio, Varicella, Influenza, and/or proof of immunity (titer).
    - Current influenza immunization **MUST** be completed by October 1 each year.
  - Proof of TB test within past 12 months and repeat TB testing every 12 months.
  - Physical examination and review of health history by a medical professional.
  - Completion of all Health Compliance Training Modules/Tests (HIPAA, TB/Infection Control, Blood-borne Pathogens etc.)
- c. Students are required to be compliant with the following prior to start of the clinical year and maintain compliance throughout the entire program:
  - Successful completion of Responsible Research Conduct (RCR) training.
  - Current BLS and ACLS certification. Students are required to obtain and provide documentation of BCLS/CPR and ACLS training prior to starting the clinical year. This training will be provided to all students during the PAS program at the cost of \$300 to students. Students must maintain certification throughout the entire clinical year.

For privacy, all student medical and immunization documents will be kept by GVSU Health Compliance Office.

If a student's compliance with the above is not current, they will be removed from clinical experiences until compliance requirements are completed and verified by the Health Compliance Officer. This could adversely affect the student's course grade.

Contact the CHS Health Compliance Officer, at (616) 331-5867 for further information on the health compliance requirements. (See Appendix G for the GVSU Health Compliance Policy).

### **Attire**

Business attire is required for all rotations. Be guided by the preceptor's instructions for exceptions to this rule. Scrubs are not permitted except where a preceptor explicitly permits it. Inappropriately dressed students will be asked to leave the clinical site and will receive an unexcused absence until they return properly dressed. GVSU identification badge and short lab coat must be worn during all patient encounters (unless instructed otherwise by the preceptor). See Chapter 3 regarding Professional Decorum Policy/Dress Code.

### **Guidelines for Clinical Conduct**

The following guidelines should be observed in representing the PA profession:

- Consistently demonstrate your concern for the welfare of the patient. Be thoughtful and professional when obtaining the history and performing the physical exam. Treat patients with respect and dignity, both in your interactions with them, and in your patient-related discussions with other professionals. Demonstrate your concern not only for the medical problem but for the total patient.
- Conscientiously respect the rights of your colleagues. Characterize all of your professional encounters with cooperation and consideration. Strive to assume an appropriate and equitable share of patient care duties.
- Approach your responsibilities with dedication. Be truthful in ALL personal and professional communications. When meeting multiple demands, establish patient-centered priorities to guide you in completion of such work.
- Confidentiality of Medical Record & Health History Information: All data gathered about the patient and his/her illness, including all items within a patient's medical history, is privileged information.
  1. Learners should not discuss or present patient records in a manner or situation which would violate the confidential nature of that record.
  2. Charts or contents, e.g., lab reports, etc., are not to be removed from the hospital or clinical setting, either physically or electronically.
- Patient Records: Preceptor Review and Countersignature: On each clinical rotation, it is the learner's responsibility to ensure that ALL patients seen by the learner are also seen by the supervising clinician. PAS learners are not to see, treat and manage patients independently. The supervising preceptor should review and countersign all learner notes written in the medical records or entered into electronic medical records.
- Countersignature by a licensed medical supervisor is required before any trainee order may be executed. Under no circumstances should a PA student initiate orders for any patient on any rotation without immediate consultation and countersignature of the clinical supervisor.
- In addition, under no circumstance should a PA student sign prescriptions or order them in the electronic medical record. The only signature or name of ordering provider that should appear on a prescription is that of the clinical supervisor.
- Social media, online communications and other technical communications are to be treated as public forums. Be sure that you represent yourself, your school and your profession positively. Student behavior outside of professional guidelines in social media sites may be referred to the SAL Committee for further evaluation of behavior.

- **Title Identification/Representation:** Role and title confusion are common problems encountered in dealing with patients, (e.g., some patients identify all those wearing white coats as physicians). Learners should be aware of this problem and avoid misrepresentation by politely explaining their role and position. **ALWAYS WEAR THE BADGE IDENTIFYING YOU AS A STUDENT.**
  1. In professional interactions with patients and others, a learner should introduce himself or herself as a “PA Student”.
  2. Learners should use the designation, PA-S1, (P.A. Learner 1st year), PA-S2, PA-S3 following all notations in charts, records, and other medical forms, e.g., "Mary Blue, PA-S2”
  3. In all professional communications, including paging or beepers, a learner should introduce him/herself as a “PA Student”. No learner should casually accept the 'page' of a doctor.

These guidelines must be strictly adhered to for the learner’s protection and the protection of the patients. Learners may be subject to sanctions within the PAS Department for failure to observe the clinical guidelines.

### **Health Insurance**

The PAS Department strongly encourages that all students have health insurance coverage in effect at all times, either through a family, individual, university, or professional group plans. Some health care organizations may require you to carry health insurance. The payment of medical fees incurred due to any injury or illness arising out of participation in the PA program are the responsibility of the student. A health insurance plan is available for students through Grand Valley State University. Details are available at <https://www.gvsu.edu/campushealth/student-health-insurance-23.htm>

There will be no pro-bono medical care provided to students by any clinical site, clinical provider, or faculty members. The student must obtain medical care from either their personal healthcare provider or the university’s health center.

### **Liability Insurance**

All clinical students are covered under GVSU’s student blanket Malpractice and Professional Liability policy while at assigned rotations. It is expected that all reportable incidents involving students and patients will be reported immediately to the PAS faculty. Clinical experiences that are not assigned by the PAS program are not covered under the liability policy. If offered other opportunities for experiences by preceptors or sites during scheduled breaks, or weekends/days off, students should plan to observe only, and to advise the preceptor/site that they are not covered.

### **Patient Confidentiality**

Medical ethics and HIPAA forbid violation of patient confidentiality. Both the student and the preceptor should be sensitive to this issue. Any discussion regarding a patient's diagnosis, care, and condition should be conducted with discretion and in private. Students will sign a Confidentiality Agreement at Pre-Clinical Year Bootcamp, but will also be required to sign one by individual clinical sites prior to starting the rotation.

### **Substituting for Providers or Staff**

At no time is a student to work as a substitute for clinical or administrative staff at the site, covering a vacation day, for example. If asked to do so by the preceptor or staff, the student should politely decline and must contact one of the Clinical Coordinators to follow up with the site.

### **Clinical Education: Clinical Rotation Year**

Clinical education is an important part of any PAS professional curriculum. At GVSU, the academic and clinical components of the curriculum are progressive and build toward your attainment of professional competence. All students must satisfactorily complete each clinical rotation in order to fulfill program requirements.

### **Clinical Year Prerequisites**

All students on rotation must meet the following criteria:

1. Maintain compliance with the GVSU Health Compliance Policy as described above and in Chapter 5: Health Compliance Policy.
2. Successful completion of all didactic work, or, if in the process of remediation of a didactic course, determined to be qualified to enter the clinical year by the PAS faculty.
3. Successful completion of each previous rotation, or arrangement with the Clinical Education Team to finish an "Incomplete" rotation/course or remediate an unsatisfactory performance in a rotation/course at a later date.

Students will not be allowed to participate in clinical rotations if there is a reason to believe that they are unprepared for this type of experience. Examples include:

1. Academic probation gives reason to believe that a student is unprepared to participate in clinical experiences. The clinics assume a specific level of knowledge in a student who is to treat their patients. Academic probation puts the level of understanding of the student into question. A student who is on probation for an isolated course deficiency may be allowed to participate in a clinical experience if it is determined by the faculty that all other areas of knowledge are appropriate and that the deficiency can be remediated and is not critical to the student's performance in that particular clinical experience. Remedial work in the deficient area will be required and must be completed within one (1) semester.

2. Evidence of unethical or illegal behavior by the student including, but not limited to, theft, academic dishonesty (cheating), fraud, forgery, alteration of data or records, sexual harassment or abuse, assault or battery.
3. Medical or psychological conditions which could endanger the safety of the students or the patients they will be entrusted with, or that prevent the student from fully participating in clinical experience.
4. Performance at less than a satisfactory level for any remediation of a failed clinical rotation module, or failure to have satisfactory performance for more than two (2) clinical rotation modules. In these situations, the SAL Committee will meet to decide the next course of action.

Options are:

- a. Dismissal from the PAS Program.
- b. Complete and final withdrawal from the PAS Program

The committee will make a recommendation on the status of the student and provide this recommendation to the Program Director for final implementation.

Note: The Clinical Coordination Team has the right and obligation to remove a student from a clinical site and/or to arrange an extended clinical experience, if deemed appropriate to achieve satisfactory completion of the clinical experience.

Further details of clinical education policies and procedures will be provided to students in the *Clinical Year Handbook* at Pre-Clinical Year Bootcamp after the completion of the 4<sup>th</sup> didactic semester.

### **Clinical Placements**

A list of active clinical sites with which the PAS Department has agreements for clinical education is updated on an ongoing basis. Placements are determined by a combination of factors, including the needs and limitations of clinical rotation sites, preceptors, and students. Attempts will be made to place students in a regional area for most of their rotations, but rotation experiences outside of the area will occur. Lodging and other personal expenses will be the responsibility of the student, although efforts will be made during the scheduling process to locate students where they have indicated that they have housing resources.

Students may suggest preceptors/clinical sites to the Clinical Coordination Team, but may not contact them to set up a rotation on their own (see Clinical Handbook for further information regarding procedure for clinical site evaluation).

The Clinical Education Team conducts initial and ongoing evaluations of sites and preceptors to ensure that quality learning experiences meeting specified rotation objectives are provided. Evaluations include New Site Evaluations, Clinical Site Visits, blogging by students, Typhon logging records, and analysis of Student Evaluations of Site and Preceptor.



# CHAPTER 5: POLICIES AND PROCEDURES

## Attendance Policy

The PAS Department is committed to the development of medical professionals. Students are expected to attend all classes and clinical days. Courses are designed to build upon previous knowledge. The faculty does recognize that situations arise that may cause a student to be absent or tardy. Therefore, the following guidelines will serve as the basis for faculty actions.

1. Attendance on all class days and clinical days is mandatory. Tardiness is considered unprofessional behavior and may result in disciplinary action. Due to the sensitive nature of the ITV system, students will be required to be seated and ready to begin class before the class start time.
2. Attendance is required in the site the student was admitted to. This means that a Grand Rapids student must attend classes at the GR site, and likewise for Traverse City students.
3. It is expected that students will utilize semester breaks for vacation and other personal needs such as weddings, trips, etc. Unless otherwise designated by the GVSU calendar, breaks begin after 10:00 p.m. on Friday and end on Monday at 6:00 a.m. Semester schedules are printed in each Grand Valley catalog and allow sufficient time for planning purposes. Students are encouraged to use semester breaks as a time of rest and recuperation. Vacations are not permitted during class days, defined as 6:00 a.m. Monday through 10:00 p.m. on Friday. The Clinical Year Calendar will be provided to students approximately one (1) year in advance of the start of the clinical year.
  - Students should be aware that the clinical year calendar differs from Grand Valley academic calendar. Students should plan vacation and personal needs such as weddings, trips, etc., according to the clinical year calendar.
4. It is understood that unscheduled absences during the program are possible. Absences include illness and other unforeseen problems that prevent a student from attending class. Excessive unexcused absences may be grounds for dismissal. The following steps must be taken in order to notify the program of an absence:
  - Students who are unable to attend class due to an unforeseen problem must notify the IOR and the Department Chair via email by 9:00 a.m. or a minimum of one (1) hour prior to the class. Students are responsible for any material covered, assignments, or testing missed due to the absence. Absences may adversely affect the student's grade.

Patterns of unexcused absences (e.g., calling in prior to exams; immediately before or after vacations) are not permitted and may result in disciplinary action. **Absence due to illness immediately prior to an exam, or, on the day of an exam will require a note from the treating healthcare provider.**

Students who are ill for an extended period of time may apply for a medical leave of absence after five (5) consecutive absences by contacting the Department Chair. A note from the treating healthcare provider will be required.

5. In the event of a serious injury, incapacitating illness, or other temporary medical disability, up to eight (8) weeks of temporary medical leave from the program will be provided, as medically necessary. Requests for temporary medical leave should be submitted to the Department Chair in advance if possible. Documentation from the treating provider will be required. The Department Chair will review the request with faculty and will notify the student of the decision in writing. If the request is granted, steps to be taken by the student to become reactivated in the program will be indicated. Students may be asked to demonstrate competence in coursework previously completed prior to reentry. Any student who applies for a leave must realize that all coursework and clinical requirements must be completed prior to graduation. Students who return to the program following a leave may not be able to resume their studies and clinical activities at the point where they left due to curriculum revision. Completion of the program may be delayed and some coursework may need to be retaken or audited.
6. If students elect to attend the **annual Michigan Academy of Physician Assistant (MAPA) and American Academy of Physician Assistant (AAPA) meetings**, they will be excused from clinical rotations and/or class whenever feasible. A student must submit the request in writing to the Department Chair and all instructors **at least 60 days prior to the conference**. Requests for additional conference time will be reviewed on an individual basis. Failure to submit a written request will result in the student not being permitted to attend the meeting. For AAPA conference, students will be excused to attend all Student Academy of the American Academy of Physician Assistants (SAAAPA) activities (maximum three (3) days) plus one (1) day travel before and one (1) day travel afterwards. For each day that the student attends a conference, he/she must provide a report reflecting a minimum of four (4) CME per day submitted to the Department Chair. If CME will not be attained, an alternate activity must be discussed with the Department Chair prior to attendance.

### **PAS Didactic Exam Attendance Policy**

Students are expected to attend all exams. If a student is unavailable due to illness or personal tragedy, he/she must notify the instructor by phone or e-mail at least one hour prior to the scheduled exam time. Failure to do so will result in a 0.00% grade for the exam and the student will be ineligible to qualify for a retest examination in the course.

### **Bereavement Policy**

Up to three (3) bereavement days may be granted for the death of an immediate family member at the discretion of the Department Chair. Immediate family members are defined as: spouse, parents, grandparents, siblings, children, and grandchildren. All of the above designations include “step” and “in-law” derivations.

### **Technology and ITV Policy**

Electronic devices are welcome (unless specified otherwise by a faculty) for the purpose of note taking, research on topics under discussion, and/or review of PowerPoints. However, if devices are used for other distracting reasons (e.g. texting, talking, messaging, surfing the web for personal reasons, etc.) you may be asked to leave the class.

### **Student Electronic Devices (e.g., Laptops, iPads, Surface Pro Tablet)**

Students are required to own or have access to an electronic device. Students will be expected to use the device in various areas of the program which may include but are not limited to: completing electronic quizzes and examinations using ExamSoft/Examplify, accessing blackboard and email, note taking, performing research, viewing videos, creating research presentations, online quizzes/tests, blogging, and logging clinical experience data. The PAS program recommends the minimum system requirements (MSR) in the table below. Please be aware that these MSRs could change based on updates that occur to our computer-based assessment system, Examplify. For the most up to date requirements, please visit: <https://examsoft.com/resources/examplify-minimum-system-requirements>

### **Remote testing**

In the event of remote testing, the in-seat testing guidelines/rules apply. Below is a summary of the guidelines/rules:

- No use of notes/books

- No use of cell phones/watches.

- No taking of notes

- Please have the cell phone number of the Instructor of Record available in case of any technical issues or other issues.

Tips for remote testing:

- Find a quiet room that allows you to be comfortable and undisturbed

- Use Ear plugs to reduce distraction sounds/noises

- Inform your roommates and/or family when and for how long you will be testing

### **Lecture Recordings**

Lectures for GVSU's PAS program will be recorded when transmission between campuses is unavailable or when the technical quality of the lecture is too poor to view and/or understand as deemed by the faculty.

Lectures will only be available to students for programmatic-related reasons and not for individual student requests. If an individual student is unable to attend class due to unforeseen circumstances, it is the responsibility of the student to receive make up content from classmates, readings, lecture PowerPoints, etc.

### **Lecture Recording Procedure**

- If and when recorded lectures are used for programmatic-related reasons lecture content will be recorded and made available by faculty within 24 hours of the lecture being recorded.
- The recording will be uploaded by the faculty member into the Blackboard site for the individual course for an eight (8)-day period, after which the recording will be removed and deleted.

### **Student Usage of Recorded Lectures**

- Recordings are not to be permanently saved by the student under any circumstances.
- Recordings are intended as a “view only” and are not to be made public.
- Recordings are only to be viewed by the intended students who are enrolled in GVSU’s MPAS program.
- Although most lectures will not be recorded, it should be understood and assumed by all students that the content of the classroom is being recorded at all times. This includes both audio and visual components. Students will be notified if recording is in progress.
- Student attendance is mandatory and recording will not be available to individual students for missed classes. Please refer to the attendance policy in the student handbook.

### **Academic Honesty Policy**

University policies and rules regarding academic honesty are described in the GVSU Catalog Academic Policies. PAS faculty consider any violation of these rules to be a serious offense, which may result in failure of the course or dismissal from the PAS program. It is expected that all work done represent the student’s original work. Cheating, plagiarism, and other forms of dishonesty will result in an immediate referral to the PAS SAL Committee and may result in dismissal from the program. Writing down or photographing test questions is considered academic dishonesty and will not be tolerated. Standards of conduct are established in order to foster a community and environment where the mission, vision and values of GVSU can flourish. These standards are embodied within a set core of values that include integrity, community, inclusion & equity, respect, and responsibility. The University conduct process exists to protect the interests of the community and to challenge those whose behavior falls outside of these values and our policies. For further information regarding students’ rights, responsibilities, and expectations visit

(<https://www.gvsu.edu/policies/category.htm?categoryId=2D0C8EF7-9959-9B01-959C403E725313F3#Section%205.0%20-%20Student/UAO%20Expectations>)

### **Testing Behavior Policy**

During a test or examination, the following behaviors are expected:

1. Refrain from all talking, loud noises, or other unprofessional distractions during the examination. If a student is performing one of these or similar behaviors during the

examination, they may receive a warning or may result in failure of the exam with referral to the PAS SAL Committee, course failure, or program dismissal.

2. No backpacks, books, notebooks, cell phones, smart watches, electronic devices other than those required to complete exams, water bottles or other materials will be allowed at your test station (unless preapproved by the instructor).
3. Writing down or photographing test questions is considered academic dishonesty and will not be tolerated.
4. No student will be allowed to leave the test to use the restroom. Restroom usage must occur prior to the exam or at appropriately scheduled breaks, except in the case of an emergency.
5. Asking questions as it relates to a test question(s) will not be allowed during the examination, unless it has to do with formatting issues or typographical errors.
6. Students may be randomly assigned to seats prior to the examination at the discretion of the instructor.
7. Tardiness for an exam, arrival of 10 minutes or more after the start of the exam or as defined by the faculty, will be considered a failure to properly notify the instructor or proctor and will result in a 0% grade for the exam. Students are encouraged to arrive to the testing facility 30 minutes prior to the start of the exam to avoid tardiness. All requests for make-up exams should be submitted in writing within three (3) days of the original exam along with supporting documentation (i.e., treating healthcare provider note). If allowed, date and time of the make-up exam will be determined by the instructor.

### **Remote Proctoring Policy for Online Assessments**

All students that **require** remote online assessments (ExamSoft/Examplify) due to approved illness, quarantine, or other absences will be proctored remotely during the assessment using a video-conferencing platform (e.g., Zoom) hosted by the proctor. Prior to the start of the assessment, the student will join the video-conferencing session **using a separate device (e.g., phone)** with the link provided and receive the exam password, delayed review password and any additional instructions. Communication between the student and proctor during the exam should be conducted by email or through the **Zoom “chat”** feature. The student must activate their audio and video feed so that they can be observed at their remote location during the assessment and if a delayed review is offered. **All other testing policies and procedures will remain in place.** Students approved by Disability Support Resources (DSR) for extended assessment time will follow the same procedures as described above when DSR personnel are not available to proctor the students in-seat.

Remote proctoring via the ITV system may also occur for the entire cohort on either campus. The faculty member will instruct the remote cohort to activate their ITV audio and video feed so that all students in the cohort can be observed during the assessment and if a delayed review is offered.

## **Didactic Exam Review Policy and Procedure**

### **Terminology**

- Post-Exam Review: is an opportunity that *will* be given to every student to review an exam, after the exam is completed per the policy and procedure below.
- Pre-Exam Review Session: is an opportunity that *may* be given to the class. At the discretion of the instructor of record, course material may be reviewed prior to the exam.

### **Exam Review Policy**

- All students will be given the opportunity to have a supervised exam review after the examination is complete. This will be scheduled at the discretion of the instructor of record.
- Only the most recent exam is able to be reviewed.
  - Students will not be allowed to review previous exams from earlier in the semester.
- Cell phones, cameras, notes, lecture material, backpacks, and any other item per the discretion of the faculty/staff member will not be allowed during the exam review.
- Students will be given the opportunity to review incorrect responses in a delayed review (within the class time allotted for the exam or later during the week of the exam).
- All exam reviews must be supervised by a faculty or a staff member.

### **Exam Review Procedure**

- There is an option within the Exemplify toolkit that allows students to write notes for their use or to leave a comment about a specific question for the faculty. If the comment is to be shared with faculty, within the notes field students must select the choice for the system to share this. If a Delayed Review is scheduled for the exam, students will be able to see their notes during the review but will not be able to edit them.
- The faculty will determine whether specific questions may be addressed during the exam review or following the exam review via email or during office hours, either in person or by teleconferencing. The IOR may require the student to provide them with additional information about their question prior to an office visit.

### **Pre-Exam Review Session Procedure**

- In the event that a review session is offered, the format in which it is offered must be offered to the entire class (i.e., ITV, Blackboard Collaborate, etc.)
- The format in which the review session is held is at the discretion of the faculty.

## **Test Question Dispute Policy**

If a student wishes to dispute a test question, the dispute must be submitted in writing to the faculty within 24 hours of the exam review session. A faculty member will respond in writing in a timely

manner. The dispute may only reference lecture materials, required or recommended texts, and appropriate medical peer-reviewed articles/websites. Sources must be included with the written dispute. In the event of any dispute, the faculty member reserves the right to adjust the score as he/she deems appropriate.

### **Student Academic Grievance Procedures**

Reference is made to the Undergraduate and Graduate Catalog, the Graduate Bulletin, and the Student Code book. The procedures followed will be those in effect at the time of the dispute, and are subject to change throughout the individual student's stay at GVSU.

Substance Abuse/Criminal Background Check Policy

#### **Felony or Misdemeanor Conviction**

The application for licensure as a PA asks questions about the following: felony conviction, misdemeanor conviction punishable by imprisonment for a maximum term of two (2) years, misdemeanor conviction involving the illegal delivery, possession, or use of alcohol or a controlled substance (including motor vehicle violations), and treatment for substance abuse in the past two (2) years. If any of these are true, the State Licensing Board for Physician Assistants will review the application for licensure and will decide about moral fitness. The State Licensing Board of Physician Assistants may refuse to grant a PA license to the applicant. Before beginning the PAS program at GVSU, a student who has a concern about licensure may contact the State Licensing Board to ask for clarification of the policy and pre-certification of moral fitness. If a student is caught engaging in any criminal activity after a criminal background check is completed, it is the responsibility of the student to disclose it to the Department Chair prior to entering a hospital or medical facility. Such incidents may limit educational opportunities. If a student does not disclose information, it may result in immediate dismissal from the program.

GVSU (the University) is concerned about the effect of alcohol and/or drugs on students, faculty and staff members, their families and the University community as a whole. The University recognizes that individuals with alcohol and/or drug problems may be rehabilitated. The University will continue to make efforts to emphasize awareness about the dangers of drugs.

The University encourages students with alcohol or other drug dependency problems to use the services of the University or community counselling centers for assistance. Assistance for students is available through the Counseling Center. If treatment for drug and/or alcohol dependency is needed, students are encouraged to contact the Counseling Center at (616) 331-3266.

A criminal background check and drug screen are now required for scheduling of clinical placements and by most health systems. The student has the responsibility of arranging for the background check and drug screen as directed by the GVSU Health Compliance Office. If there is a positive result, depending on the degree of positivity, placements may not occur and GVSU legal counsel will be notified for appropriate deliberations (which may impact the student's ability to progress in the PAS

Program). The results of the screening(s) will be maintained in files at the GVSU Health Compliance Office. PAS program faculty members are not to receive any communication regarding the results of these procedures other than the student is or is not eligible for clinical placement.

**The cost of such requirements is the responsibility of the student.**

*\*Reference is made to the GVSU Student Code Booklet, Appendix K.*



## Health Screening Policy

All PAS students must verify, via health screening mechanisms, that they do not have conditions that endanger the health and well-being of other students and patients. Screening requirements are subject to change as mandated by clinical sites or changes in the laws regulating occupational exposure. In addition, each student must be able to meet defined technical standards prescribed by the Program. Determination of student health status is accomplished before matriculation. **Appendix H** contains the necessary forms for students to verify the successful completion of health screening and technical standards. To that end, the following policies are presented:

1. Students are responsible for any/all charges related to verification of screening.
2. Students may choose the examiner, either his/her own private physician or University Health Services may be utilized.
3. The Program's Health Forms are to be used to satisfactorily complete all health screening requirements.
4. Program faculty/personnel are not to serve as providers of students' health care. The Department Chair and/or Clinical Coordinator may review reports which indicate student compliance with health screening policies, but will not provide medical care or advice.

## Exposure Policy

1. Students are expected to use universal precautions in the classroom, laboratory or clinical site when the potential for exposure to hazardous materials or bodily fluids exists. All puncture or contamination events should be addressed using the individual location/site protocol. In addition to local reporting, the student must notify the instructor of record and the GVSU Health Compliance Officer, (616) 331-5867, following initial treatment/testing at the site.

Reference: <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a1.htm>

*'Updated US Public Health Service Guide...Recommendations for Post Exposure Prophylaxis'*

2. Fees and costs accrued during the care of an exposure are the responsibility of the student and/or their health insurance. The student's health insurance should be billed, not workers' compensation or employee health. Follow-up testing/treatment can be done by the student's healthcare provider and is the sole responsibility of the student and/or their health insurance.

## **Complaint Procedures**

The ability to give and receive feedback is a professional behavior which PA students are expected to develop. PAS faculty members strive to continuously develop in their role as educators. We encourage students to communicate concerns regarding the Program to the appropriate individual(s) in a discreet and constructive manner.

If a student has concerns about an instructor or class, the student should communicate directly to the person involved. If the instructor involved is not the primary course instructor, the student can also communicate with the primary instructor. If a student is unable to communicate with the involved person, he or she may communicate with the Department Chair or may use their assigned PAS advisor as a resource to discuss the issue. If concerns are not addressed to the satisfaction of the student, or for concerns that are not course or instructor specific, the student should communicate with the Department Chair. The Department Chair will document and keep on file complaints received and actions taken.

Information about University academic grievance procedures can be found in the University catalog and Student Code. After institutional grievance and review mechanisms have been exhausted, a written complaint may be submitted to the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The website address is [www.arc-pa.org](http://www.arc-pa.org). Details of this process are available from the Director of the PAS Program at GVSU.

## **Inclusion Policy and Equal Opportunity Policy**

GVSU (the University) is committed to equal opportunity and non-discrimination on the basis of race, creed, age, sex, national origin, handicap, or other prohibited matters in all educational programs, activities, and conditions. The University encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. The University is committed to protecting the constitutional and statutory civil rights of persons connected with the University.

Unlawful acts of discrimination or harassment by members of the campus community are prohibited. In addition, even if legal, acts are prohibited if they harass or discriminate against any University community member(s) through inappropriate limitation of, access to, or participation in, educational, employment, athletic, social, cultural, or other university activities on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender, sexual orientation, veteran status, or weight. Limitations are lawful if they are directly related to a legitimate university purpose, required by law, lawfully required by a grant or contract between the University and that state or federal government, or addressing domestic partner benefits.

## **Sexual Harassment Policy**

Harassment on the basis of sex is a violation of Title VII and Title IX of the Civil Rights Act and of the Elliott-Larsen Civil Rights Act. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such

conduct is made either explicitly or implicitly a term or condition of an individual's employment or access to educational activities or programs; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or access to educational activities and programs; or (3) such conduct is unprofessional and has the purpose or effect of unreasonably interfering with or creating an intimidating, hostile, or offensive working or educational environment.

### **GVSU Health Compliance Policy**

Grand Valley State University's Health Compliance Policy is set forth by the Office of the Vice Provost for Health. Students must be compliant with the policy at all times. A copy of the GVSU Health Compliance Policy can be found in Appendix G

### **General Instructions for Laboratory Practice and Procedures**

#### **A. Lab Procedures**

1. If students take equipment out of the storage room, it should be cleaned and returned after use.
2. Water or other spilled materials should be mopped up immediately. Bodily fluid or hazardous material spills should be reported immediately to the lab supervisor or instructor.
3. If linens are used for practice or for lab and are clean, the linens should be folded and replaced in designated storage area when done with them. Dirty linens should be placed in a dirty linen hamper.
4. Materials such as tongue depressors, cotton swabs, etc. are stored in blue plastic containers in the bedside tables. If the supplies are low, leave the blue containers on the top of the bedside table so student workers can refill them.
5. Equipment/Laboratories are not to be used for self-evaluation.
6. Equipment/Supplies are not to be used for personal use.

#### **See Appendix F – Program Forms: PAS Laboratory Safety Agreement**

#### **B. Laboratory Clothing**

1. For labs requiring treatment modalities that may soil clothing, lab coats are recommended.
2. For physical evaluation and diagnostic labs, appropriate clothing is recommended. Specifics are spelled out by course instructors.

### C. General Rules for the Laboratory

1. No food or drink is allowed in the laboratory at any time.
2. At the conclusion of each classroom or lab session, you are expected to prepare the lab for the next class. See that all tables, linens, chairs, and equipment are returned to original positions and dispose of all trash in appropriate receptacles.

#### Laboratory Conduct

Throughout the PAS Program, students will frequently serve as models for practice and demonstration by members of the course's faculty and for one another. This requires appropriate dress for our labs. Faculty will guide you on the specific details of this for each course, as indicated. Generally, the expectations are that clothing allows easy, unobstructed movement of the body and body parts and modest exposure of the body regions being studied for the purposes of observation, palpation, percussion, auscultation, and/or movement analysis.

*Addressing regions of the body that are sensitive to touch* is integral to instruction and learning in our profession. Faculty and students alike are expected to touch others in a sensitive, professional manner. Serving as a model in this course also requires that one allows others to perform an appropriate and instructive touch on themselves, in order to facilitate the learning experience for their peers. Students may expect that the lead course instructor will establish clear guidelines regarding palpation or other interventions in sensitive regions of the body during the lab and that all faculty providing instruction, and students practicing, in the lab will abide by those guidelines.

In this regard, exemplary professional and ethical conduct is the expectation at all times; this applies to students and faculty alike. Students and faculty will utilize appropriate draping techniques and obtain consent prior to performing the required inspection, palpation, percussion, or auscultation techniques taught in this course. The latter is an expectation for *all instances* where those are conducted in sensitive regions of the body, including the face/neck, chest, abdomen, and hip regions.

Students are also expected to give appropriate and immediate feedback to their peers, or faculty members, regarding the location or pressure, or any other concern, associated with any physical exam technique in the lab. Any concerns involving the professional or ethical integrity of faculty or students associated in any way with this Program should be brought to the attention of a member of the PAS faculty, or the Department Chair.

These standards apply to class-related experiences both within, and outside of, scheduled laboratory or class times. For the safety of our students, the PAS faculty *strongly* recommend that students do not engage in practice sessions outside the classroom with less than three persons on-hand. Moreover, for any potential 1:1 experience (faculty: student or student: student), the faculty also suggests and encourages a student to ask for a third party to serve as a chaperone for that experience.

The faculty and staff of the Department of Physician Assistant Studies take any form of sexual harassment or gender-based misconduct very seriously. If you feel threatened or violated in any way, you should report your concern to any member of the PAS faculty. If, for any reason, the

latter seems difficult or insufficient for you, the faculty encourages you to consider reporting to, or discussing the incident with, the university's Title IX office at <https://www.gvsu.edu/dps/title-ix-and-campus-security-authority-report-141.htm>.

Finally, if a student is experiencing pain or a physical limitation in a particular region of the body, it is their responsibility to inform your lab partner and a course instructor prior to engaging in a lab experience that might adversely influence the student's wellness. When in doubt in this regard, please seek guidance from an instructor in the class.

### **Grand Valley State University Physician Assistant Studies Technical Standards**

The technical skills required of all students to maintain an acceptable level of performance include:

- Candidates for the physician assistant profession must have somatic sensation and the functional use of the senses of vision and hearing. A candidate's diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell, and taste.
- A candidate must have sufficient exteroceptive sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out the activities described in the sections that follow. They must be able to integrate all information received by whatever sense(s) employed, consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.
- A candidate for the physician assistant profession must have abilities and skills of five varieties including observation, communication, motor, conceptual, integrative and quantitative, and behavioral and social. Technological compensation can be made for some handicaps in certain these areas, but such a candidate should be able to perform in a reasonably independent manner. 44  
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- A candidate must be able to observe demonstrations and experiments in the basic sciences, including, but not limited to, physiologic and pharmacologic demonstrations in animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.
- A candidate should be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the healthcare team.
- Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate should be able to do basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (proctoscopy, paracentesis, etc.) and read EKGs and X-rays. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment of patients. Examples of emergency treatment reasonably required of physician assistants are cardiopulmonary resuscitation, the administration of intravenous medications, the application of pressure to stop bleeding, the

opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers.

- A candidate's abilities should include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physician assistants, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures.
- A candidate must possess the emotional health and stability required for full utilization of his intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients.
- Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and education processes.
- Candidates must have experience using computers including laptops and tablets, as well as specific software programs including Microsoft Office® products. Additional experience using electronic health records is helpful but not required.

## CHAPTER 6: RESOURCES

### E-Mail

#### Grand Rapids and Traverse City

Please check your campus email daily. If your preferred email address changes, please inform the PAS staff and update it on the Blackboard system. However, due to university spam detectors for some email servers, students are strongly encouraged to use their assigned GVSU email account.

### Confidentiality

#### Grand Rapids and Traverse City

The Physician Assistant Studies program abides by the laws ensuring confidentiality of information regarding students. Accordingly, the PAS program does not release lists of names, grades, status in program to any individual other than the involved students. The PAS program also releases NO information over the phone, since specific identification is not possible. Should you want information released or letters written to specific audiences such as future employers, you must complete a release of information form. A copy is attached at the end of this handbook. (See Appendix I: Program Forms-Permission to Release Non-Public Information)

### Records

#### Grand Rapids and Traverse City

Students may access their record file for personal review during regular office hours. Your academic advisor may assist you.

### Parking

#### Grand Rapids

Information about obtaining parking permits, where to park, and shuttle service times can be located at [www.gvsu.edu/operations](http://www.gvsu.edu/operations). Some additional parking at certain hospital facilities may be available as part of clinical training experiences, but will not be disclosed until the appropriate time.

#### Traverse City

No parking permits are required for the Northwestern Michigan College (NMC) University Center (UC) campus. Adequate parking is available; therefore, please do not park on grassy areas. The NMC UC has a South and a North parking lot. The South parking lot is best for GVSU students.

## **Building Hours – Grand Rapids**

Information regarding the Cook-DeVos Center for Health Sciences (CHS) building hours can be located at [www.gvsu.edu/operations](http://www.gvsu.edu/operations).

Information regarding the Daniel and Pamella DeVos Center for Interprofessional Health (DCIH) building hours can be located at [www.gvsu.edu/operations](http://www.gvsu.edu/operations).

### **PAS Student Extended Access to both the Cook-DeVos Center for Health Sciences and the Daniel and Pamella DeVos Center for Interprofessional Health (DCIH) building - Policy**

PAS students may be granted access to the CHS and DCIH buildings and DCIH 420 laboratory, as well as the DCIH 330 model patient simulation suite for authorized purposes under the conditions outlined below. The students requesting access are required to certify that they will abide by all the appropriate GVSU safety and security rules. Failure to do so will result in revocation of their access card.

PAS students will be expected to be professional and respectful of the space and equipment. Any damage done to space or equipment must be immediately reported to the Program Director. Damage could result in revocation of the access card. Additionally, space that is left in disarray, or not placed back in the original configuration and cleanliness will be grounds for revocation of the access card.

No guests will be allowed with the card holder. CHS access is for GVSU students only.

DCIH 330 will not be available if it is set up for a future simulation. This will be labeled on the door or in the suite.

Any work with chemicals, biohazard, or hazardous materials (i.e. blood, needles, and solutions such as medication) is strictly prohibited during times outside of regular class times.

### **PAS Student Extended Access to Cook-DeVos Center for Health Sciences and the Daniel and Pamella DeVos Center for Interprofessional Health buildings - Procedures**

The completion of the Facilities Services/Pew Campus Operations GVSU CHS STUDENT ACCESS REQUEST FORM AND POLICY requires the approval of the responsible faculty/staff. The request must identify specific room numbers.

All requests will be filled for building hours only as posted on the Operations website. Any special requests other than normal building hours must be approved by the appropriate Dean and Pew Campus Operations.



Completed CHS and DCIH STUDENT ACCESS REQUEST FORMS must be submitted to Operations at the CHS front desk (instructors may send via intercampus mail or email) before programming can be added to a student access card. Each card will be programmed for one (1) semester only and must be returned to the professor that issued the card or the CHS front desk on the last day of the semester. Note: Spring and Summer terms are considered one (1) semester for this purpose. Old access cards will be deactivated at the end of each semester. A new card will not be issued until the old card is returned or the replacement fee has been paid.

During those hours outside of scheduled class time, students should use the “buddy system”, i.e., to enter and work in groups of two (2) or more. Exceptions to this policy will only be granted on a case-by-case, limited basis upon the written recommendation of the responsible faculty/staff member and appropriate dean.

The responsible faculty/staff member must certify in writing that she/he has instructed the student(s) in the necessary safety practices pertaining to their work and provide a brief written outline of the work identifying any hazardous materials and equipment to the CHS Facilities designate.

### **Building Hours – Traverse City**

Information regarding the NMC University Center building hours can be found at [www.nmc.edu/uc](http://www.nmc.edu/uc).

### **PAS Student Extended Access to the NMC University Center - Policy**

PAS students will be granted access to the University Center building and UC 01 classroom and 09, for authorized purposes under the conditions outlined below. The students are required to abide by all the appropriate GVSU safety and security rules. Failure to do so will result in revocation of their access card.

PAS students will be expected to be professional and respectful of the space and equipment. Any damage done to space or equipment must be immediately reported to the Traverse City faculty. Damage could result in revocation of the access card. Additionally, space that is left in disarray, or not placed back in the original configuration and cleanliness will be grounds for revocation of the access card.

No guests will be allowed with the card holder. University Center access is for GVSU PAS students only.

UC 01 will not be available if it is set up for a future simulation, examination, or class. This will be labeled on the door or in the suite.

Any work with chemicals, biohazard, or hazardous materials (i.e. blood, needles, and solutions such as medication) is strictly prohibited during times outside of regular class times.

## **PAS Student Extended Access to the NMC University Center - Procedures**

PAS students will be given an access card upon entry into the program. It is the responsibility of the student to carry their access card and display their GVSU photo ID at all times when in the building after hours. Students must return their access card upon graduation or leaving the PAS program.

### **Library Services**

All library services at GVSU are available to students at both campuses. The library website is the gateway to research for students. The library has a rich collection of online information resources to support student research, including thousands of e-journals and hundreds of article databases. Students can access any of these information resources by logging in with their GVSU username and password.

Students can request home delivery of any book and Web delivery of articles they cannot find online. To request home delivery of books, students should select “Off-campus pickup” as their pickup location. To return the book(s), students can mail the book(s) back to the library, or to avoid postage, drop them off at the Grand Rapids/Allendale Library of the NMC UC Traverse City office. If the library doesn’t have a book or article a student needs, the GVSU library will borrow it from another library. The whole world of library collections is available to all students by filling out a Document Delivery request.

*E-Reserves.* E-Reserves lets your instructor share class readings and media with you online.

*Librarians want to help all students!* Finding and using information can be challenging sometimes, and all library users have questions about making the most of online search tools, or finding the right book or article for an assignment. Librarians are available to help students via phone (toll-free), SMS, chat, and email. A liaison Librarian in Professional Programs is available for all PAS students. Contact the Librarian at (616) 331-3500, toll-free at (800) 879-0581 or [library@gvsu.edu](mailto:library@gvsu.edu).

### **Grand Rapids**

Frey Foundation Learning Commons houses recent journals and reference materials for health sciences and audiovisual resources. Equipment is available in this Learning Center for viewing assigned or elective audiovisual resources. A copy machine is available for student use. Information regarding the Frey Library hours can be located at [www.gvsu.edu/library](http://www.gvsu.edu/library).

Pfeiffer Student Study – This portion of the library is intended to provide group and individual study space for students. A copier for student use is located in this area. CHP and DCIH reference materials are available in this area for student use. Equipment is available in this area for viewing assigned or elective audiovisual resources, as well as additional library resources.

## **Traverse City**

NMC Osterlin Library - All GVSU PAS students have access to the Osterlin Library located NMC's main campus, Biederman Building 106. Additional information regarding the Osterlin Library hours can be located at [www.nmc.edu/library](http://www.nmc.edu/library).

The Zonta E-Library - An electronic learning environment in support of higher education. Through the Internet, students have access to their own schools' library and databases. Michigan residents may use the Michigan Electronic Library (MeL), which includes access to a selection of online articles and books.

## **Facilities**

### **Grand Rapids**

CHS Building Hours:	Hours are generally:
	Monday through Thursday, 7:00 a.m. – 10:00 p.m.
	Friday, 7:00 a.m. – 6:00 p.m.
	Saturday, 7:00 a.m. – 5:00 p.m.
DCIH Building Hours:	Sunday – Closed
	Hours are generally:
	Monday through Thursday, 7:00 a.m. – 10:00 p.m.
	Friday, 7:00 a.m. – 6:00 p.m.
CHS 145	Saturday, 7:00 a.m. – 5:00 p.m.
	Sunday – Closed
	Used to deliver lectures for all PAS courses. This is a dedicated ITV room for all lectures delivered to and from the distant campus.
	Graduate Office Support
CHS 200	The College of Health Professions office suite houses the Dean of CHP and office staff.
CHS 200	Physician Assistant Studies Faculty offices
CHS 214 - 232 & 128	This storage room houses equipment for both assessment labs.
DCIH 476	(Faculty access only, unless approved.)
DCIH 330	Simulation Suite which can be used for practice when not being used for testing.
DCIH 205	This is the location of Frey Foundation Learning Commons. Hours are posted on the door.
CHS 490	This is the location of Pfeiffer Student Study.

### **Traverse City**

UC Building Hours:	Hours are generally:
	Monday through Friday, 7:00 a.m. – 10:00 p.m.
	Saturday, 8:00 a.m. – 5:00 p.m.
	Sunday – Hours vary. Please call ahead.
UC Room 01	Assessment Laboratory used for instruction in musculoskeletal, cardiopulmonary, and integumentary examination through intervention.
UC Room 03	This storage room houses equipment for the assessment lab.
	(Faculty access only, unless approved.)

UC Room 09	Used to deliver lectures for all PAS courses. This is a dedicated ITV room for all lectures delivered to and from the distant campus.
PAS Computer Station	Located outside of room 01, there is a designated space for students where a copy/prINTER/scanner is available for student use. This portion of the UC is intended to provide group and individual study space for students.
UC Suite 15	GVSU PAS Faculty offices
UC Suite 102	GVSU Campus office
UC Rooms 103 & 105	The Zonta E-Library

## **Health Services**

### **Grand Rapids**

Campus Health Services. This center, operated by Metro Health, is located just off the Allendale campus at 10383A 42<sup>nd</sup> Avenue, and is open to all students, faculty, and staff.

Services include routine health maintenance, urgent care medical services, laboratory services, allergy shots, and emergency care (first aid, stabilization, and transportation). The hours for the GVSU Health Center are Monday through Friday from 9:00 a.m. to 4:30 p.m. and the phone is (616) 331-2435.

After hours services are available at Spectrum Health's Alpine and Grandville Urgent Care Centers or Butterworth Hospital Emergency Department. For additional services, the GVSU Family Health Center is located at 72 Sheldon Boulevard and the phone is (616) 988-8774.

### **Traverse City**

Northwestern Michigan College Health Services. Located on NMC's main campus in the Biederman Building, Room 106 (see the [NMC map](#)) and the phone is (231) 995-1255.

University Center students are eligible to use this service by paying a per semester health service fee for a free office visit and many services including acute illness, minor injuries, chronic disease management, immunizations, flu shots, referrals, testing orders, etc., at a very reasonable cost. The [health clinic](#) is staffed by a registered nurse and a medical assistant. Physician services are available by appointment.

University Center students have access to the NMC Student Health Services, which offers similar services as the GVSU Campus Health Center. The University Center students will also have access to the GVSU Campus Health Center when they travel to the main campus.

Hours: Monday through Friday, 9:00 a.m. to 4:00 p.m. during fall and winter semesters. For medical services needed outside regular office hours or during spring/summer semester, students may contact any of the following locations:

**After Hours Health Services:**

For medical services needed outside regular office hours, students may contact any of the following locations:

Bayside Doc's Urgent Care  
401 Munson Avenue  
Traverse City, MI 49686  
(231) 933-9150

Munson Medical Center Emergency Room  
1105 6<sup>th</sup> Street  
Traverse City, MI 49684  
(231) 935-5000

Munson Urgent Care Walk-in Services  
550 Munson Avenue  
Traverse City, MI 49686  
(231) 935-8686

The Walk-In Clinic  
3074 US 31 South  
Traverse City, MI 49684  
(231) 929-1234

Third Level Crisis Intervention Clinic  
1022 E. Front Street  
Traverse City, MI 49686  
(231) 922-4800

Women's Resource Center  
720 S. Elmwood, Ste. 2  
Traverse City, MI 49684  
(231) 941-1210 or (800) 554-4972

Campus Safety**Grand Rapids**

Department of Public Safety – Allendale campus. This Department can be reached at (616) 331-3255. On campus escort services are provided by Public Safety from 6:00 p.m. until 3:00 a.m. Pew Campus can be reached at (616) 331-6677.

**Traverse City**

NMC Campus Safety & Security - Provides services 24 hours a day, 7 days a week and works closely with local law enforcement and emergency responders that also serve NMC. Campus Safety is everyone's business.

For non-emergencies, call Campus Safety 24 hours a day: (231) 995-1111. There is campus security present at NMC University Center while the building is open, 7:00 a.m. to 10:00 p.m., Monday through Friday, and 8:00 a.m. to 5:00 p.m. Saturday.

**Career Services**Grand Rapids and Traverse City

Career Services and PA Job Opportunities are provided at CHS and through the GVSU Career Center website at [www.gvsu.edu/careerresources](http://www.gvsu.edu/careerresources). An appointment can be made by calling Career Services at (616) 331-3311.

## Scholarship Information

### **Grand Rapids and Traverse City**

Scholarships are available which are specifically designed for Physician Assistant Studies students enrolled in the professional curricula. These scholarships are offered by service organizations, hospitals, private practice groups, health related industries, and foundations. For specific scholarship information, please contact your individual Physician Assistant Studies faculty advisor. See GVSU PAS website: Please select “Current Students” tab, then “Scholarships”.

### **GVSU Scholarships for PAS Students**

#### **Christos T. and Joan A. Panopoulos Physician Assistant Studies Scholarship**

The purpose of this scholarship is to assist students in the Physician Assistant Studies program during their year-long clinical phase.

Recipients of this scholarship must:

- Be enrolled at GVSU in the College of Health Professions Master of Physician Assistant Studies Program and accepted into clinical phase 2 (current didactic students)
- Be enrolled for nine (9) credit hours or more
- Have a cumulative GPA of 3.5 or greater on a 4.0 scale
- Preference will be given to nontraditional students

Financial need may be considered but is not required, and shall be demonstrated by the completion of the Free Application for Federal Student Aid (FAFSA)

Renewal Criteria: This scholarship is non-renewable

Donor: Christos and Joan Panopoulos

Award: \$1,500

Scopes: College of Health Professions

Deadline: August 1<sup>st</sup>

#### **Stephanie Urbanawiz PA Scholarship**

The purpose of this scholarship is to assist students in the Physician Assistant Studies program who are pursuing careers in oncology or primary care, and are in the didactic phase of the program.

- Recipients must be currently enrolled at GVSU
- Must be a resident of Michigan
- Must be a graduate student enrolled in 12 credit hours or more and currently in the didactic phase of Physician Assistant Studies Program
- Must have a cumulative grade point average of 3.5 or higher
- Must be meeting Satisfactory Academic Progress standards
- First preference will be given to students pursuing careers in oncology
- Second preference will be given to students pursuing careers in primary care

Renewal Criteria: This scholarship may not be renewed

Donor: Mike and Pat Urbanawiz, family, friends and classmates in memory of Stephanie Urbanawiz

Award: \$1,500

Scopes: College of Health Professions

Deadline: May 1<sup>st</sup>

Supplemental Question(s):

- Please describe your career goals and what or who inspired you to pursue a career in oncology or primary care.

### **Steven and Kathryn '83 Bandstra Clinical Placement Scholarship**

The purpose of this scholarship is to assist students with demonstrated financial need and those who need support to fill the gap between their personal contribution and financial aid in the following programs: Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) (undergraduate), Doctor of Nursing Practice (DNP) (graduate), Occupational Therapy (OT) (graduate), Doctorate of Physical Therapy (DPT) (graduate), Master of Physician Assistant Studies (MPAS) (graduate).

- Recipients of this scholarship must be accepted for or currently enrolled at GVSU
- Must be accepted and enrolled in one of the following programs: Registered Nurse (RN) to Bachelor of Science in Nursing (BSN), Doctor of Nursing Practice (DNP), Occupational Therapy (OT), Doctorate of Physical Therapy (DPT), Physician Assistant Studies (MPAS)
- Preference will be given to students with clinical placements outside of urban areas in Western or Northern Michigan

Financial need shall be demonstrated by the completion of the Free Application for Federal Student Aid (FAFSA).

Renewal Criteria: This scholarship may not be renewed.

Donor: Steven and Kathryn '83 Bandstra

Award: \$2,000.00

Deadline: May 1<sup>st</sup>

Supplemental Question(s):

- Please indicate the name and location of your clinical placement.

### **Steven and Kathryn '83 Bandstra Health Sciences Scholarship**

The purpose of this scholarship is to assist students with demonstrated financial need and those who need support to fill the gap between their personal contribution and financial aid in the following programs: Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) (undergraduate), Doctor of Nursing Practice (DNP) (graduate), Occupational Therapy (OT) (graduate), Doctorate of Physical Therapy (DPT) (graduate), Master of Physician Assistant Studies (MPAS) (graduate)

- Recipients of this scholarship must be accepted for or currently enrolled at GVSU
- Must be accepted and enrolled in one of the following programs: Registered Nurse (RN) to Bachelor of Science in Nursing (BSN), Doctor of Nursing Practice (DNP), Occupational Therapy (OT), Doctorate of Physical Therapy (DPT), Physician Assistant Studies (PAS)
- Preference will be given to students who are interested in senior care
- Candidates must demonstrate strong character and work towards their profession through community service and extra-curricular activities

Financial need shall be demonstrated by the completion of the Free Application for Federal Student Aid (FAFSA).

Renewal Criteria: Scholarships will be applied to fall, winter, and summer semesters and may be renewed with reapplication as follows: RN to BSN up to six (6) semesters; DNP up to eleven (11) semesters; OT up to six (6) semesters; DPT up to nine (9) semesters; and PA up to seven (7) semesters.

Donor: Steven and Kathryn '83 Bandstra

Award: \$5,000.00

Scopes: Kirkhof College of Nursing, Physician Assistant Studies, Physical Therapy

Deadline: May 1<sup>st</sup>

Supplemental Question(s):

- Please describe your career goals and why you are interested in the health sciences field.

### **Budden Family Pathway Scholarship**

The purpose of this scholarship is to help widen the pathway to graduation for students from middle income families who do not qualify for federal non-need-based aid and are ineligible for many of the government programs intended to help defray the costs of tuition and fees. Support from the Grand Valley community will impact the University's highest priority, and help students from middle income families to avoid indebtedness, achieve their goals, and become fully engaged citizens.

To be eligible:

- Recipients must have been accepted for, or, are currently enrolled at GVSU
- Must be a female undergraduate or a female graduate student enrolled full-time and admitted to programs within the College of Health Professions or Kirkhof College of Nursing
- Have a cumulative grade point average of 3.0 or greater on a 4.0 scale
- Financial need shall be demonstrated by the completion of the Free Application for Federal Student Aid (FAFSA)

Renewal Criteria: This scholarship may be renewed with reapplication, provided the recipient continues to meet the qualifications stated above.

Donor: Doug and Joan Budden

Award: \$2,250

Scopes: College of Health Professions, Grand Valley University Foundation, Kirkhof College of Nursing

Deadline: March 1<sup>st</sup>

Supplemental Question(s):

- Please describe your family situation and the influence it has had on continuing your education in college.
- How will this scholarship assist you in reaching your academic goals?



## Financial Aid

### **Grand Rapids**

Types of financial aid, eligibility, and application procedures can be found in the Graduate Bulletin. Contact the Financial Aid office if you have questions. For current tuition rates, expenses, and financial aid information, please go to [www.gvsu.edu/](http://www.gvsu.edu/) and select quick facts.

### **Traverse City**

Types of financial aid, eligibility, and application procedures can be found in the Graduate Bulletin. Contact the GVSU Traverse City office at the University Center, Suite 102 at 231-995-1785, if you have questions. For current tuition rates, expenses, and financial aid information, please go to [www.gvsu.edu/](http://www.gvsu.edu/) and select quick facts.

## Special Needs and Accommodations

### **Grand Rapids and Traverse City**

Any student who has special needs and/or accommodations must contact Disability Support Resources at (616) 331-2490 to ensure those needs are met (<http://www.gvsu.edu/dsr/>). The student also has the responsibility of informing each instructor, in writing, of any special needs and/or necessary accommodations at the beginning of each semester. If a student's need for accommodation changes during the semester, the student must immediately notify the instructor in writing, specifying their needs and any necessary accommodations as outline by Disability Support Resources. A written statement from a physician or other appropriate professional should accompany the student's request for accommodations to Disability Support Services.

## Accreditation

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

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **September 2024**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

## **APPENDICES**

<b>Appendix A</b>	<b>PAS Curriculum</b>
<b>Appendix B</b>	<b>Guidelines for Ethical Conduct for PA Professional</b>
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## **APPENDIX A PAS CURRICULUM**

**Grand Valley State University - Physician Assistant Studies Program**  
**PA Professional Level Curriculum Outline (Course Credits)**

**FIRST PROFESSIONAL YEAR**

**Fall – Semester 1**

BMS 561 Regional Human Anatomy (4)  
PAS 501 Clinical Applications I (2)  
PAS 511 Foundations of Clinical Medicine (4)  
PAS 521 Medical Physiology (3)  
PAS 561 Clinical Applications Lab I (1)  
Applied Statistics for Health Professions (3)

*Total Credits = 17 credits*

**Winter – Semester 2**

PAS 502 Clinical Applications II (1)  
PAS 512 Clinical Medicine I (6)  
PAS 522 Clinical Pathophysiology I (1)  
PAS 532 Practical Therapeutics I (2)  
PAS 542 Clinical Problem-Solving Sessions I (1) STA 610  
PAS 551 Physician Assistant Profession Issues I (1)  
PAS 562 Clinical Applications Lab II (1)  
PAS 572 Health Community Experience Lab I (1)  
PAS 582 Evidence Based Medicine I (3)

*Total Credits = 17 credits*

**Spring/Summer – Semester 3**

PAS 503 Clinical Applications III (1)  
PAS 513 Clinical Medicine II (6)  
PAS 523 Clinical Pathophysiology II (1)  
PAS 533 Practical Therapeutics II (2)  
PAS 543 Clinical Problem-Solving Sessions II (1)  
PAS 563 Clinical Applications Lab III (1)  
PAS 573 Health Community Experience Lab II (1)  
PAS 583 Evidence-Based Medicine II (2)

*Total Credits = 15 credits*

**SECOND PROFESSIONAL YEAR**

**Fall – Semester 4**

PAS 504 Clinical Applications IV (1)  
PAS 514 Clinical Medicine III (6)  
PAS 524 Clinical Pathophysiology III (3)  
PAS 534 Practical Therapeutics III (2)  
PAS 544 Clinical Problem-Solving Sessions III (1)  
PAS 554 Physician Assistant Profession Issues II (1)  
PAS 564 Clinical Applications Lab IV (1)  
PAS 574 Health Community Experience Lab III (1)  
PAS 584 Evidence-Based Medicine III (2)

*Total Credits = 18 credits*

**Winter – Semester 5**

PAS 610 Clinical Rotations I (12)  
*Total Credits = 12 credits*

**Spring/Summer – Semester 6**

PAS 620 Clinical Rotations II (12)  
*Total Credits = 12 credits*

**THIRD PROFESSIONAL YEAR**

**Fall – Semester 7**

PAS 630 Clinical Rotations III (12)  
*Total Credits = 12 credits*

*Total Physician Assistant Studies Program Credits = 103 credits*

## Professional Program Course Requirements for the M.P.A.S. Degree

<b>BMS 561:</b>	Regional Human Anatomy
<b>PAS 501:</b>	Clinical Applications I
<b>PAS 502:</b>	Clinical Applications II
<b>PAS 503:</b>	Clinical Applications III
<b>PAS 504:</b>	Clinical Applications IV
<b>PAS 511:</b>	Foundations of Clinical Medicine
<b>PAS 512:</b>	Clinical Medicine I
<b>PAS 513:</b>	Clinical Medicine II
<b>PAS 514:</b>	Clinical Medicine III
<b>PAS 521:</b>	Medical Physiology
<b>PAS 522:</b>	Clinical Pathophysiology I
<b>PAS 523:</b>	Clinical Pathophysiology II
<b>PAS 524:</b>	Clinical Pathophysiology III
<b>PAS 532:</b>	Practical Therapeutics I
<b>PAS 533:</b>	Practical Therapeutics II
<b>PAS 534:</b>	Practical Therapeutics III
<b>PAS 542:</b>	Clinical Problem-Solving Sessions I
<b>PAS 543:</b>	Clinical Problem-Solving Sessions II
<b>PAS 544:</b>	Clinical Problem-Solving Sessions III
<b>PAS 561:</b>	Clinical Applications Lab I
<b>PAS 562:</b>	Clinical Applications Lab II
<b>PAS 563:</b>	Clinical Applications Lab III
<b>PAS 564:</b>	Clinical Applications Lab IV
<b>PAS 572:</b>	Hospital Community Experience I
<b>PAS 573:</b>	Hospital Community Experience II
<b>PAS 574:</b>	Hospital Community Experience III
<b>PAS 551:</b>	Physician Assistant Profession Issues I
<b>PAS 554:</b>	Physician Assistant Profession Issues II
<b>PAS 582:</b>	Evidence-Based Medicine I
<b>PAS 583:</b>	Evidence-Based Medicine II
<b>PAS 584:</b>	Evidence-Based Medicine III
<b>PAS 610:</b>	Clinical Rotations I
<b>PAS 620:</b>	Clinical Rotations II
<b>PAS 630:</b>	Clinical Rotations III
<b>STA 610:</b>	Applied Statistics for Health Professions

## PAS Course Descriptions

**PAS 501 Clinical Applications I.** This is the first of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the Physician Assistant. This first course focuses on history taking and physical examination in the healthy adult. (3-0-3). Offered Fall Semester, or other semesters as determined by the Department Chair. Prerequisite: Admission into the Physician Assistant Studies Department. Two credits.

**PAS 502 Clinical Applications II.** This is the second of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the Physician Assistant. Focus is on physical examination skills and procedures that coincide with topics in Clinical Medicine I. (2-0-3). Offered Winter Semester, or other semesters as determined by the Department Chair. Prerequisite: A letter grade of B or better in PAS 501. Co-requisites: PAS 512, PAS 522, PAS 532, and PAS 542. Three credits.

**PAS 503 Clinical Applications III.** This is the third of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the Physician Assistant. Focus is on physical examination skills and procedures that coincide with topics in Clinical Medicine II. (2-0-3). Offered Spring/Summer Semester, or other semesters as determined by the Department Chair. Prerequisite: A letter grade of B or better in PAS 502. Co-requisites: PAS 513, PAS 523, PAS 533, and PAS 543. Three credits.

**PAS 504 Clinical Applications IV.** This is the fourth of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the Physician Assistant. Focus is on physical examination skills and procedures that coincide with topics in Clinical Medicine III. (2-0-3). Offered Fall Semester, or other semesters as determined by the Department Chair. Prerequisite: A letter grade of B or better in PAS 503. Co-requisites: PAS 514, PAS 524, PAS 534, and PAS 544. Three credits.

**PAS 511 Foundations of Clinical Medicine.** Designed as an introduction to clinical medicine topics, this course will lay the foundation for future clinical medicine courses by helping the student understand and apply fundamental biological concepts. Topics presented include immunology, inflammation, genetics, oncology, infectious disease and an introduction to pharmacology, laboratory studies, imaging, as well as preventive medicine. (3-0-0). Offered Fall Semester, or as approved by the Department Chair. Prerequisite: Admission into the Physician Assistant Studies program. Three credits.

**PAS 512 Clinical Medicine I.** This course is the first of a three-course sequence which provides students with a systematic approach to the etiology; epidemiology; manifestations; laboratory and diagnostic studies; prognosis and treatment of disease. This course will focus but is not limited to the hematological, cardiovascular, pulmonary, gastrointestinal, and ENT/ophthalmology/allergy. (6-0-0). Offered Winter Semester, or other semesters as determined by the Department Chair. Prerequisite: A letter grade of B or better in PAS 511, and successful completion of BMS 461. Co-requisites: PAS 502, PAS 522, PAS 532, and PAS 542. Six credits.

**PAS 513 Clinical Medicine II.** This course is the second of a three-course sequence which provides students with a systematic approach to the etiology; epidemiology; manifestations; laboratory and diagnostic studies; prognosis and treatment of specific diseases. This course will focus but is not limited to the dermatologic, endocrine, neurologic, psychiatric, and renal systems. (6-0-0). Offered Spring/Summer Semester, or other semesters as approved by the Department Chair. Prerequisite: Admission into the Physician Assistant Studies Department and a letter grade of B or better in PAS 512. Co-requisites: PAS 503, PAS 523, PAS 533, and PAS 543. Six credits.

**PAS 514 Clinical Medicine III.** This course is the third of a three-course sequence which provides students with a systematic approach to the etiology; epidemiology; manifestations; laboratory and diagnostic studies; prognosis and treatment of specific diseases. This course will focus but is not limited to women's health, pediatrics, musculoskeletal/rheumatologic, surgery, and emergency medicine. (6-0-0). Offered Fall Semester, or other semesters as determined by the Department Chair. Prerequisite: A letter grade of B or better in PAS 513. Co-requisites: PAS 504, PAS 524, PAS 534, and PAS 544. Six credits.

**PAS 521 Medical Physiology.** This course is designed for graduate students to learn and gain knowledge in the physiological principles. These concepts are essential for further progress in understanding mechanisms of disease and body systems. This understanding is essential for clinical medicine. Weekly problem-solving discussions will emphasize clinical application of physiologic concepts. (3-1-0). Offered Fall Semester, or other semesters as determined by the Department Chair. Prerequisite: Admission into the Physician Assistant Studies Department or permission of instructor. Three credits.

**PAS 522 Clinical Pathophysiology I.** This is the first of three pathophysiology courses offered concurrently with the Clinical Medicine series. Pathophysiology at the molecular, cellular, organ, and total body levels will be applied in each organ system. Systems covered include, but are not limited to, hematologic, cardiovascular, pulmonary, gastrointestinal, and renal. (1-0-0). Offered Winter Semester, or other semesters as determined by the Department Chair. Prerequisite: A letter grade of B or better in PAS 521. Co-requisites: PAS 502, PAS 512, PAS 532, and PAS 542. One credit.

**PAS 523 Clinical Pathophysiology II.** This is the second of three pathophysiology courses offered concurrently with the Clinical Medicine series. Pathophysiology at the molecular, cellular, organ, and total body levels will be discussed in each body system. Systems covered include, but are not limited to, dermatologic, endocrine, neurologic, psychiatric, and musculoskeletal/rheumatologic. (1-0-0). Offered Spring/Summer Semester, or other semesters as determined by the Department Chair. Prerequisite: A letter grade of B or better in PAS 522. Co-requisites: PAS 503, PAS 513, PAS 533, and PAS 543. One credit.

**PAS 524 Clinical Pathophysiology III.** This is the third of three pathophysiology courses offered concurrently with the Clinical Medicine series. Pathophysiology at the molecular, cellular, organ, and total body levels will be applied in each body system. Topics covered include, but are not limited to, women's health, pediatrics, ENT/ophthalmology/allergy, and multisystem disorders. (3-0-0). Offered Fall Semester, or other semesters as determined by the Department Chair. Prerequisite: A letter grade of B or better in PAS 523. Co-requisites: PAS 504, PAS 514, PAS 534, PAS 544. Three credits.

**PAS 532 Practical Therapeutics I.** This is the first course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology for these topics (but not limited to) hematologic, cardiovascular, pulmonary, gastrointestinal, ENT/ophthalmology/allergy and renal. (2-0-0). Offered Winter Semester, or other semesters as determined by the Department Chair. Prerequisite: A letter grade of B or better in PAS 511. Co-requisites: PAS 502, PAS 512, PAS 522 and PAS 542. Two credits.

**PAS 533 Practical Therapeutics II.** This is the second course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology for these topics (but not limited to) dermatologic, endocrine, neurologic, psychiatric and renal. (2-0-0). Offered Spring/Summer Semester, or other semesters as determined by the Department Chair. Prerequisite: A letter grade of B or better in PAS 532. Co-requisites: PAS 503, PAS 513, PAS 523, and PAS 543. Two credits.

**PAS 534 Practical Therapeutics III.** This is the third course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology focusing on but not limited to these areas, women's health, pediatrics, surgery, HIV/Aids, Geriatrics, musculoskeletal/rheumatologic and emergency medicine. (2-0-0). Offered Fall semester, or other semesters as determined by the Department Chair. Prerequisite: A letter grade of B or better in PAS 533. Co-requisites: PAS 504, PAS 514, PAS 524, and PAS 544. Two credits.

**PAS 542 Clinical Problem-Solving Sessions I.** Designed for first year Physician Assistant Studies (PAS) students, this laboratory course is the first of three labs for development of PAS students' clinical problem-solving and decision-making skills. Using problem-based learning methods, this course corresponds with modules of PAS clinical medicine and exposes students to an array of clinical health care issues. (0-0-3). Offered Winter Semester, or as approved by the Department Chair. Prerequisite: PAS 511. Co-requisite: PAS 512. One credit.

**PAS 543 Clinical Problem-Solving Sessions II.** Developed for first year Physician Assistant Studies (PAS) students, this laboratory course is the second of three courses for development of PAS students' clinical problem-solving and decision-making skills. Using problem-based learning methods, this course supplements the modules of PAS clinical medicine and exposes students to an array of clinical health care issues. (0-0-3). Offered Spring/Summer Semester, or as approved by the Department Chair. Prerequisite: PAS 512 & PAS 542. Co-requisite: PAS 513. One credit.

**PAS 544 Clinical Problem-Solving Sessions III.** Specifically, for Physician Assistant Studies (PAS) students, this laboratory course will facilitate the development of PAS students' clinical problem-solving and decision-making skills. Utilizing problem-based learning methods, this course encompasses all of the modules of the PAS clinical medicine series through active learning for an array of clinical health care issues. (0-0-3). Offered Fall Semester, or as approved by the Department Chair. Prerequisite: PAS 513 & PAS 543. Co-requisite: PAS 514. One credit.



**PAS 551 Physician Assistant Profession Issues I.** Designed for first year graduate Physician Assistant Studies (PAS) students, this introductory course is the first of two professional issues courses to develop PAS students' awareness and professional attributes. Professional history, certification, PA professional organizations, and other health delivery topics will be discussed. (1-0-0). Offered fall semester, or as approved by the Department Chair. Prerequisite: Admission into the PAS Department. One credit.

**PAS 554 Physician Assistant Profession Issues II.** Designed for second year Physician Assistant Studies (PAS) students, this course is the second of two professional issues courses to develop PAS students' skills in office and professional procedures prior to clerkships. Socioeconomic issues, billing and coding, risk management, and other legal issues in the PA profession will be explored. (1-0-0). Offered fall semester, or as approved by the Department Chair. Prerequisite: A letter grade of B or better in PAS 551. One credit.

**PAS 582 Evidence-Based Medicine I.** This course introduces students to evidence-based medicine and research design concepts, while emphasizing the examination of the best available evidence as a basis for clinical decision-making. Students will develop the skills to perform medical literature searches yielding evidence-based results. Methods for appraising the medical literature will be emphasized. Offered winter semester. Pre-requisite: Admission to the Physician Assistant Studies program. Three credits.

**PAS 583 Evidence-Based Medicine II.** This course builds upon the prerequisite evidence-based medicine (EBM) course (PAS 582) through continued implementation of the EBM strategies introduced in PAS 582. In PAS 583 the students will use concepts introduced in PAS 582 and apply them to help solve clinical problems. Methods for appraising the medical literature will be emphasized. Offered spring/summer semester. Prerequisite: Admission into the PAS Program. Two credits.

**PAS 584 Evidence-Based Medicine III.** This course builds upon the prerequisite evidence-based medicine (EBM) courses (PAS 582 and PAS 583) through continued implementation of the EBM strategies introduced. In PAS 584 the students will use concepts introduced in PAS 582/3 and apply them to help solve clinical problems. Methods for appraising the medical literature will be emphasized. Offered spring/summer semester. Prerequisite: Admission into the PAS Program. Two credits.

**PAS 610 Clinical Rotations I.** First course to transition students from didactic to clinical training. Students will be assigned to a combination of clinical rotations selected from: Family Practice, Internal Medicine, OB/GYN, Psychiatric Medicine, Emergency Medicine, Surgery, Rural/Underserved Medicine and clinical electives. Offered winter semester. Prerequisite: Successful completion of all professional didactic coursework unless independent study has been assigned. Twelve credits.

**PAS 620 Clinical Rotations II.** Second course in clinical training. Students will be assigned to a combination of clinical rotations selected from: Family Practice, Internal Medicine, OB/GYN, Psychiatric Medicine, Emergency Medicine, Surgery, Rural/Underserved Medicine and clinical electives. Offered spring/summer semester. Prerequisite: Successful completion of previous rotations or approval of a remediation plan for grades less than 80.00% as outlined in the Clinical Year Handbook. Twelve credits.

**PAS 630 Clinical Rotations III.** Final course to transition students from clinical training to clinical practice. Students will be assigned to a combination of clinical rotations selected from: Family Practice, Internal Medicine, OB/GYN, Psychiatric Medicine, Emergency Medicine, Surgery, Rural/Underserved Medicine and clinical electives. Offered fall semester. Prerequisite: Successful completion of previous rotations or approval of a remediation plan for grades less than 80.00% as outlined in the Clinical Year Handbook. Twelve credits.

**PAS 699 Independent Study (1 credit and 3 credit).** Independent study courses are used for remediation of any course work (see Ch. 2, p 22.). There are 2 sections of this course every semester and a student may be asked to sign up for the 1 credit or 3 credit sections depending on the amount of remedial work that needs to be completed.

### **Course Descriptions for Courses Outside of the Department**

**STA 610 Applied Statistics for Health Professions.** Project-oriented overview of major statistical techniques commonly used in problems encountered in health professions. Students will learn to use a major statistical computing package. Hypothesis testing, t-tests, regression, analysis of variance, analysis of covariance, categorical data analysis, nonparametric statistics. Prerequisite: 215 or equivalent. Three credits. Offered fall, winter, and summer semesters.

**BMS 561 Regional Human Anatomy.** This course involves study of the anatomy of the human body utilizing prosections. It is conducted at the Allendale Campus as part of the BMS department. Four credits.

**APPENDIX B**  
**GUIDELINES FOR ETHICAL CONDUCT FOR PA PROFESSION**

# **GRAND VALLEY STATE UNIVERSITY – PHYSICIAN ASSISTANT STUDIES**

Cook-DeVos Center for Health Sciences

301 Michigan Street NE, Suite 200 ▪ Grand Rapids, Michigan 49503 ▪ Phone: (616) 331-3356

## **Introduction – AAPA Ethics**

The physician assistant profession has revised its code of ethics several times since the profession began. Although the fundamental principles underlying the ethical care of patients have not changed, the societal framework in which those principles are applied has. Economic pressures of the health care system, social pressures of church and state, technological advances, and changing patient demographics continually transform the landscape in which PAs practice.

Previous codes of the profession were brief lists of tenets for PAs to live by in their professional lives. This document departs from that format by attempting to describe ways in which those tenets apply. Each situation is unique. Individual PAs must use their best judgment in a given situation while considering the preferences of the patient and the supervising physician, clinical information, ethical concepts, and legal obligations.

Four main bioethical principles broadly guided the development of these guidelines: autonomy, beneficence, nonmaleficence, and justice.

- Autonomy, strictly speaking, means self-rule. Patients have the right to make autonomous decisions and choices, and physician assistants should respect these decisions and choices.
- Beneficence means that PAs should act in the patient's best interest. In certain cases, respecting the patient's autonomy and acting in their best interests maybe difficult to balance.
- Nonmaleficence means to do no harm, to impose no unnecessary or unacceptable burden upon the patient.
- Justice means that patients in similar circumstances should receive similar care. Justice also applies to norms for the fair distribution of resources, risks, and costs.

Physician assistants are expected to behave both legally and morally. They should know and understand the laws governing their practice. Likewise, they should understand the ethical responsibilities of being a healthcare professional. Legal requirements and ethical expectations will not always be in agreement. Generally speaking, the law describes minimum standards of acceptable behavior, and ethical principles delineate the highest moral standards of behavior.

When faced with an ethical dilemma, PAs may find the guidance they need in this document. If not, they may wish to seek guidance elsewhere – possibly from a supervising physician, a hospital ethics committee, an ethicist, trusted colleagues, or other AAPA policies. PAs should seek legal counsel when they are concerned about the potential legal consequences of their decisions.

The following sections discuss ethical conduct of PAs in their professional interactions with patients, physicians, colleagues, other health professionals, and the public. The “Statement of Values” within this document defines the fundamental values that the PA profession strives to uphold. These values provide the foundation upon which the guidelines rest. The guidelines were written with the understanding that no document can encompass all actual and potential ethical responsibilities, and PAs should not regard them as comprehensive.

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

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

## **The PA and Patient**

### *PA Role and Responsibilities*

Physician assistant practice flows out of a unique relationship that involves the PA, the physician, and the patient. The individual patient–PA relationship is based on mutual respect and an agreement to work together regarding medical care. In addition, PAs practice medicine under physician supervision; therefore, the care that a PA provides is an extension of the care of the supervising physician. The patient–PA relationship is also a patient–PA–physician relationship.

The principal value of the physician assistant profession is to respect the health, safety, welfare, and dignity of all human beings. This concept is the foundation of the patient–PA relationship. Physician assistants have an ethical obligation to see that each of their patients receives appropriate care. PAs should recognize that each patient is unique and has an ethical right to self-determination. PAs should be sensitive to the beliefs and expectations of the patient, but are not expected to ignore their own personal values, scientific or ethical standards, or the law.

A PA has an ethical duty to offer each patient the full range of information on relevant options for their health care. If personal moral, religious, or ethical beliefs prevent a PA from offering the full range of treatments available or care the patient desires, the PA has an ethical duty to refer an established patient to another qualified provider. PAs are obligated to care for patients in emergency situations and to responsibly transfer established patients if they cannot care for them.

### *The PA and Diversity*

The physician assistant should respect the culture, values, beliefs, and expectations of the patient.

### *Discrimination*

Physician assistants should not discriminate against classes or categories of patients in the delivery of needed health care. Such classes and categories include gender, color, creed, race, religion, age, ethnic or national origin, political beliefs, nature of illness, disability, socioeconomic status, or sexual orientation.

#### *Initiation and Discontinuation of Care*

In the absence of a preexisting patient–PA relationship, the physician assistant is under no ethical obligation to care for a person unless no other provider is available. A PA is morally bound to provide care in emergency situations and to arrange proper follow-up. PAs should keep in mind that contracts with health insurance plans might define a legal obligation to provide care to certain patients.

A physician assistant and supervising physician may discontinue their professional relationship with an established patient as long as proper procedures are followed. The PA and physician should provide the patient with adequate notice, offer to transfer records, and arrange for continuity of care if the patient has an ongoing medical condition. Discontinuation of the professional relationship should be undertaken only after a serious attempt has been made to clarify and understand the expectations and concerns of all involved parties.

If the patient decides to terminate the relationship, they are entitled to access appropriate information contained within their medical record.

#### *Informed Consent*

Physician assistants have a duty to protect and foster an individual patient's free and informed choices. The doctrine of informed consent means that a PA provides adequate information that is comprehensible to a competent patient or patient surrogate. At a minimum, this should include the nature of the medical condition, the objectives of the proposed treatment, treatment options, possible outcomes, and the risks involved. PAs should be committed to the concept of shared decision making, which involves assisting patients in making decisions that account for medical, situational, and personal factors.

In caring for adolescents, the PA should understand all of the laws and regulations in his or her jurisdiction that are related to the ability of minors to consent to or refuse health care. Adolescents should be encouraged to involve their families in health care decision-making. The PA should also understand consent laws pertaining to emancipated or mature minors. (See the section on *Confidentiality*.)

When the person giving consent is a patient's surrogate, a family member, or other legally authorized representative, the PA should take reasonable care to assure that the decisions made are consistent with the patient's best interests and personal preferences, if known. If the PA believes the surrogate's choices do not reflect the patient's wishes or best interests, the PA should work to resolve the conflict. This may require the use of additional resources, such as an ethics committee.

#### *Confidentiality*

Physician assistants should maintain confidentiality. By maintaining confidentiality, PAs respect patient privacy and help to prevent discrimination based on medical conditions. If patients are confident that their privacy is protected, they are more likely to seek medical care and more likely to discuss their problems candidly.

In cases of adolescent patients, family support is important but should be balanced with the patient's need for confidentiality and the PA's obligation to respect their emerging autonomy. Adolescents may not be of age to make independent decisions about their health, but providers should respect that they soon will be. To the

extent they can, PAs should allow these emerging adults to participate as fully as possible in decisions about their care. It is important that PAs be familiar with and understand the laws and regulations in their jurisdictions that relate to the confidentiality rights of adolescent patients. (See the section on *Informed Consent*.)

Any communication about a patient conducted in a manner that violates confidentiality is unethical. Because written, electronic, and verbal information may be intercepted or overheard, the PA should always be aware of anyone who might be monitoring communication about a patient.

PAs should choose methods of storage and transmission of patient information that minimize the likelihood of data becoming available to unauthorized persons or organizations. Modern technologies such as computerized record keeping and electronic data transmission present unique challenges that can make the maintenance of patient confidentiality difficult. PAs should advocate for policies and procedures that secure the confidentiality of patient information.

### *The Patient and the Medical Record*

Physician assistants have an obligation to keep information in the patient's medical record confidential. Information should be released only with the written permission of the patient or the patient's legally authorized representative. Specific exceptions to this general rule may exist (e.g., worker's compensation, communicable diseases, HIV, knife/gunshot wounds and/or abuse, substance abuse). It is important that a PA be familiar with and understand the laws and regulations in his or her jurisdiction that relate to the release of information. For example, stringent legal restrictions on release of genetic test results and mental health records often exist.

Both ethically and legally, a patient has certain rights to know the information contained in his or her medical record. While the chart is legally the property of the practice or the institution, the information in the chart is the property of the patient. Most states have laws that provide patients access to their medical records. The PA should know the laws and facilitate patient access to the information.

### *Disclosure*

A physician assistant should disclose to his or her supervising physician information about errors made in the course of caring for a patient. The supervising physician and PA should disclose the error to the patient if such information is significant to the patient's interests and well-being. Errors do not always constitute improper, negligent or unethical behavior, but failure to disclose them may.

### *Care of Family Members and Co-Workers*

Treating oneself, co-workers, close friends, family members, or students whom the physician assistant supervises or teaches may be unethical or create conflicts of interest. PAs should be aware that their judgment might be less than objective in cases involving friends, family members, students, and colleagues and that providing "curbside" care might sway the individual from establishing an ongoing relationship with a provider. If it becomes necessary to treat a family member or close associate, a formal patient-provider relationship should be established, and the PA should consider transferring the patient's care to another provider as soon as it is practical. If a close associate requests care, the PA may wish to assist by helping them find an appropriate provider.

There may be exceptions to this guideline, for example, when a PA runs an employee health center or works in occupational medicine. Even in those situations, PAs should be sure they do not provide informal treatment, but provide appropriate medical care in a formally established patient-provider relationship.

### *Genetic Testing*

Evaluating the risk of disease and performing diagnostic genetic tests raise significant ethical concerns. PAs should be knowledgeable about the benefits and risks of genetic tests. Testing should be undertaken only after the patient's informed consent is obtained. If PAs order or conduct the tests, they should assure that appropriate pre- and post-test counseling is provided.

PAs should be sure that patients understand the potential consequences of undergoing genetic tests – from impact on patients themselves, possible implications for other family members, and potential use of the information by insurance companies or others who might have access to the information. Because of the potential for discrimination by insurers, employers, or others, PAs should be particularly aware of the need for confidentiality concerning genetic test results.

### *Reproductive Decision Making*

Patients have a right to access the full range of reproductive healthcare services, including fertility treatments, contraception, sterilization, and abortion. PAs have an ethical obligation to provide balanced and unbiased clinical information about reproductive health care.

When the PA's personal values conflict with providing full disclosure or providing certain services such as sterilization or abortion, the PA need not become involved in that aspect of the patient's care. By referring the patient to a qualified provider, the PA fulfills their ethical obligation to ensure the patient access to all legal options.

### *End of Life*

PAs have an obligation to optimize care and maximize quality of life for patients at the end of life. PAs are encouraged to facilitate open discussion with patients and their family members concerning end of life treatment choices.

PAs should involve the physician in all near-death planning. The PA should only withdraw life support with the supervising physician's agreement and in accordance with the policies of the healthcare institution.

PAs should be aware of the medical, legal, social, and ethical issues in end of life decision-making. Advance directives, living wills, and organ donation should be discussed during routine patient visits.

## **The PA and Individual Professionalism**

### *Conflict of Interest*

PAs should place service to patients before personal material gain and should avoid undue influence on their clinical judgment. Trust can be undermined by even the appearance of improper influence. Examples of excessive or undue influence on clinical judgment can take several forms. These may include financial incentives, pharmaceutical or other industry gifts, and business arrangements involving referrals. PAs should disclose any actual or potential conflict of interest to their patients.

Acceptance of gifts, trips, hospitality, or other items is discouraged. Before accepting a gift or financial arrangement, PAs might consider the guidelines of the Royal College of Physicians, "Would I be willing to have this arrangement generally known?" or of the American College of Physicians-American Society of Internal Medicine, "What would the public or my patients think of this arrangement?"



### *Professional Identity*

Physician assistants should not misrepresent directly or indirectly, their skills, training, professional credentials, or identity. Physician assistants should uphold the dignity of the PA profession and accept its ethical values.

### *Competency*

Physician assistants should commit themselves to providing competent medical care and extend to each patient the full measure of their professional ability as dedicated, empathetic healthcare providers. PAs should also strive to maintain and increase the quality of their healthcare knowledge, cultural sensitivity, and cultural competence through individual study and continuing education.

### *Sexual Relationships*

It is unethical for physician assistants to become sexually involved with patients. It also may be unethical for PAs to become sexually involved with former patients or key third parties. Key third parties are individuals who have influence over the patient. These might include spouses or partners, parents, guardians, or surrogates.

Such relationships generally are unethical because of the PA's position of authority and the inherent imbalance of knowledge, expertise, and status. Issues such as dependence, trust, transference, and inequalities of power may lead to increased vulnerability on the part of the current or former patients or key third parties.

### *Gender Discrimination and Sexual Harassment*

It is unethical for physician assistants to engage in or condone any form of gender discrimination. Gender discrimination is defined as any behavior, action, or policy that adversely affects an individual or group of individuals due to disparate treatment, disparate impact, or the creation of a hostile or intimidating work or learning environment.

It is unethical for PAs to engage in or condone any form of sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

Such conduct has the purpose or effect of interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive work or academic environment; or,

Accepting or rejecting such conduct affects or may be perceived to affect professional decisions concerning an individual; or,

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's training or professional position.

## **The PA and Other Professionals**

### *Team Practice*

Physician assistants should be committed to working collegially with other members of the healthcare team to assure integrated, well-managed, and effective care of patients. PAs should strive to maintain a spirit of cooperation with other healthcare professionals, their organizations, and the general public.

### *Illegal and Unethical Conduct*

Physician assistants should not participate in or conceal any activity that will bring discredit or dishonor to the PA profession. They should report illegal or unethical conduct by healthcare professionals to the appropriate authorities.

### *Impairment*

Physician assistants have an ethical responsibility to protect patients and the public by identifying and assisting impaired colleagues. “Impaired” means being unable to practice medicine with reasonable skill and safety because of physical or mental illness, loss of motor skills, or excessive use or abuse of drugs and alcohol.

PAs should be able to recognize impairment in physician supervisors, PAs, and other healthcare providers and should seek assistance from appropriate resources to encourage these individuals to obtain treatment.

### *PA—Physician Relationship*

Supervision should include ongoing communication between the physician and the physician assistant regarding patient care. The PA should consult the supervising physician whenever it will safeguard or advance the welfare of the patient. This includes seeking assistance in situations of conflict with a patient or another healthcare professional.

### *Complementary and Alternative Medicine*

A patient’s request for alternative therapy may create conflict between the physician assistant and the patient. Though physician assistants are under no obligation to provide an alternative therapy, they do have a responsibility to be sensitive to the patient’s needs and beliefs and to help the patient understand their medical condition. The PA should gain an understanding of the alternative therapy being considered or being used, the expected outcome, and whether the treatment would clearly be harmful to the patient. If the treatment would harm the patient, the PA should work diligently to dissuade the patient from using it and advise other treatment.

## **The PA and the Health Care System**

### *Workplace Actions*

Physician assistants may face difficult personal decisions to withhold medical services when workplace actions (e.g., strikes, sick-outs, slowdowns, etc.) occur. The potential harm to patients should be carefully weighed against the potential improvements to working conditions and, ultimately, patient care that could result. In general, PAs should individually and collectively work to find alternatives to such actions in addressing workplace concerns.

### *Managed Care*

The focus of managed care organizations on cost containment and resource allocation can present particular ethical challenges to clinicians. When practicing in managed care systems, physician assistants should always act in the best interests of their patients and as an advocate when necessary. PAs should actively resist managed care policies that restrict free exchange of medical information. For example, a PA should not withhold information about treatment options simply because the option is not covered by a particular managed care organization.

PAs should inform patients of financial incentives to limit care, use resources in a fair and efficient way, and avoid arrangements or financial incentives that conflict with the patient’s best interests.

### *PAs as Educators*

All physician assistants have a responsibility to share knowledge and information with patients, other health professionals, students, and the public. The ethical duty to teach includes effective communication with patients so that they will have the information necessary to participate in their health care and wellness.

### *PAs and Research*

The most important ethical principle in research is honesty. This includes assuring subjects' informed consent, following treatment protocols, and accurately reporting findings. Fraud and dishonesty in research should be reported so that the appropriate authorities can take action.

Physician assistants involved in research must be aware of potential conflicts of interest. The patient's welfare takes precedence over the desired research outcome. Any conflict of interest should be disclosed.

In scientific writing, PAs should report information honestly and accurately. Sources of funding for the research must be included in the published reports.

Plagiarism is unethical. Incorporating the words of others, either verbatim or by paraphrasing, without appropriate attribution is unethical and may have legal consequences. When submitting a document for publication, any previous publication of any portion of the document must be fully disclosed.

### *PAs as Expert Witnesses*

The physician assistant expert witness should testify to what he or she believes to be the truth. The PA's review of medical facts should be thorough, fair, and impartial.

The PA expert witness should be fairly compensated for time spent preparing, appearing, and testifying. The PA should not accept a contingency fee based on the outcome of a case in which testimony is given or derive personal, financial, or professional favor in addition to compensation.

## **The PA and Society**

### *Lawfulness*

Physician assistants have the dual duty to respect the law and to work for positive change to laws that will enhance the health and well-being of the community.

### *Executions*

Physician assistants, as healthcare professionals, should not participate in executions because to do so would violate the ethical principle of beneficence.

### *Access to Care/Resource Allocation*

Physician assistants have a responsibility to use healthcare resources in an appropriate and efficient manner so that all patients have access to needed health care. Resource allocation should be based on societal needs and policies, not the circumstances of an individual patient-PA encounter. PAs participating in policy decisions about resource allocation should consider medical need, cost-effectiveness, efficacy, and equitable distribution of benefits and burdens in society.

### *Community Well Being*

Physician assistants should work for the health, well-being, and the best interest of both the patient and the community. Sometimes there is a dynamic moral tension between the well-being of the community in general and the individual patient. Conflict between an individual patient's best interest and the common good is not always easily resolved. In general, PAs should be committed to upholding and enhancing community values, be aware of the needs of the community, and use the knowledge and experience acquired as professionals to contribute to an improved community.

### **Conclusion**

The American Academy of Physician Assistants recognizes its responsibility to aid the PA profession as it strives to provide high quality, accessible health care. Physician assistants wrote these guidelines for themselves and other physician assistants. The ultimate goal is to honor patients and earn their trust while providing the best and most appropriate care possible. At the same time, PAs must understand their personal values and beliefs and recognize the ways in which those values and beliefs can impact the care they provide.

**APPENDIX C**  
**PAS SELF EVALUATION TOOL COMPETENCY CHECKLIST**

## Physician Assistant Competencies: A Self-Evaluation Tool

Rate your strength in each of the competencies using the following scale:

1 = Needs Improvement 2 = Adequate 3 = Strong 4 = Very Strong

### MEDICAL KNOWLEDGE

Medical knowledge includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Physician assistants are expected to:

	1	2	3	4
<input type="checkbox"/> understand etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> identify signs and symptoms of medical conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> select and interpret appropriate diagnostic or lab studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacologic agents and other relevant treatment modalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> identify appropriate interventions for prevention of conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> identify the appropriate methods to detect conditions in an asymptomatic individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> differentiate between the normal and the abnormal in anatomic, physiological, laboratory findings, and other diagnostic data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> appropriately use history and physical findings and diagnostic studies to formulate a differential diagnosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> provide appropriate care to patients with chronic conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Physician Assistant Competencies Self-Evaluation

**1 = Needs Improvement   2 = Adequate   3 = Strong   4 = Very Strong**

### INTERPERSONAL & COMMUNICATION SKILLS

Interpersonal and communication skills encompass verbal, nonverbal and written exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, their patients' families, physicians, professional associates, and the healthcare system. Physician assistants are expected to:

	1	2	3	4
<input type="checkbox"/> create and sustain a therapeutic and ethically sound relationship with patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> appropriately adapt communication style and messages to the context of the individual patient interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> work effectively with physicians and other healthcare professional as a member or leader of a healthcare team or other professional group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> apply an understanding of human behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> accurately and adequately document and record information regarding the care process for medical, legal, quality, and financial purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Physician Assistant Competencies Self-Evaluation

**1 = Needs Improvement   2 = Adequate   3 = Strong   4 = Very Strong**

### PATIENT CARE

Patient care includes age-appropriate assessment, evaluation, and management. Physician assistants must demonstrate care that is effective, patient-centered, timely, efficient, and equitable for the treatment of health problems and the promotion of wellness. Physician assistants are expected to:

	1	2	3	4
<input type="checkbox"/> work effectively with physicians and other healthcare professional to provide patient-centered care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> demonstrate caring and respectful behaviors when interacting with patients and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> gather essential and accurate information about their patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> develop and carry out patient management plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> counsel and educate patients and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> completely perform medical and surgical procedures considered essential in the area of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> provide healthcare services and education aimed at prevent health problems or maintaining health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Physician Assistant Competencies Self-Evaluation

1 = Needs Improvement   2 = Adequate   3 = Strong   4 = Very Strong

### PROFESSIONALISM

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

	1	2	3	4
<input type="checkbox"/> understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> professional relationships with physician supervisors and other healthcare providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> respect, compassion, and integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> responsiveness to the needs of patients and society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> accountability to patients, society, and the profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> commitment to excellence and on-going professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> sensitivity and responsiveness to patients' culture, age, gender, and disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> self-reflection, critical curiosity, and initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Physician Assistant Competencies Self-Evaluation

**1 = Needs Improvement   2 = Adequate   3 = Strong   4 = Very Strong**

### PRACTICE-BASED LEARNING AND IMPROVEMENT

Practice-based learning and improvement includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature, and other information resources for the purpose of self-improvement. Physician assistants must be able to assess, evaluate, and improve their patient care practices. Physician assistants are expected to:

	1	2	3	4
<input type="checkbox"/> analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the healthcare delivery team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> locate, appraise, and integrate evidence from scientific studies related to their patients' health problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> obtain and apply information about their own population of patients and the larger population from which their patients are drawn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> apply information technology to manage information, access on-line medical information, and support their own education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> facilitate the learning of students and/or other healthcare professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> recognize and appropriately address gender, cultural, cognitive, emotional, and other biases, gaps in medical knowledge, and physical limitations in themselves and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Physician Assistant Competencies Self-Evaluation

**1 = Needs Improvement   2 = Adequate   3 = Strong   4 = Very Strong**

### SYSTEMS-BASED PRACTICE

Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. PAs should work to improve the larger healthcare system of which their practices are a part. Physician assistants are expected to:

	1	2	3	4
<input type="checkbox"/> use information technology to support patient care decisions and patient education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> effectively interact with different types of medical practice and delivery systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> understand the funding sources and payment systems that provide coverage for patient care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> practice cost-effective health care and resource allocation that does not compromise quality of care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> advocate for quality patient care and assist patients in dealing with system complexities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> partner with supervising physicians, healthcare managers, other healthcare providers to assess, coordinate, and improve the delivery of health care and patient outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> apply medical information and clinical data system to provide more effective, efficient patient care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> use the systems responsible for the appropriate payment of services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## GRAND VALLEY STATE UNIVERSITY – PHYSICIAN ASSISTANT STUDIES

Cook-DeVos Center for Health Sciences

301 Michigan Street NE, Suite 164 ▪ Grand Rapids, Michigan 49503 ▪ Phone: (616) 331-5700

### PHYSICIAN ASSISTANT COMPETENCIES ASSESSMENT PLAN

**This plan is designed to assist students in the development of professional behaviors and higher levels of cognitive and affective functioning. The plan will be facilitated by PAS Department faculty, and applies to all students who matriculate in the Physician Assistant Studies Department.**

1. All PAS students will be responsible for the development of these physician assistant competencies as a part of their academic experience.
2. Each student's progress in the development of these physician assistant competencies will be reviewed by their advisor each semester, and recorded in the student's file.
3. Students are expected to initiate a meeting with their assigned advisor, as part of their professional responsibilities each semester, during which the advisor will relate to them faculty feedback about their professional development.
4. Professional development assessment and goal setting will be done collaboratively by students and their advisors at these regular meetings, documented, and signed by both the PAS students and advisor.
5. Students must maintain a satisfactory progression in physician assistant competencies development, as determined by the collaborative goal-setting and periodic faculty review.
6. Failure to maintain satisfactory progression in the area of physician assistant competencies development, as noted above, may result in academic probation or dismissal from the PA Program.

**I understand and accept my responsibility for the development of the physician assistant competencies described in this document, which I have read, and I agree to abide by the conditions as set forth herein.**

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Student Signature

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Date

---

Advisor Signature

---

Date

## **APPENDIX D**

### **PROFESSIONALISM EVALUATION**

## GRAND VALLEY STATE UNIVERSITY – PHYSICIAN ASSISTANT STUDIES

Cook-DeVos Center for Health Sciences

301 Michigan Street NE, Suite 164 ▪ Grand Rapids, Michigan 49503 ▪ Phone: (616) 331-5700

### PROFESSIONALISM EVALUATION

Student Name \_\_\_\_\_

Semester \_\_\_\_\_

Date \_\_\_\_\_

Students will be evaluated on each of the eight (8) categories. Examples of expected positive professional behaviors, attitudes and attributes are listed below under the first seven (7) categories. The eighth category, **Professional Concerns**, reflects undesirable and unprofessional behaviors, attitudes and attributes. A rating of “Satisfactory” on Professional Concerns, means that the student has not demonstrated the behavior, attitude or attribute.

Excellence	Satisfactory	Needs Improvement	Unsatisfactory
Strives for the highest standards of competence in skills and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts responsibility for educational challenges and self-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts correction and guidance graciously and corrects shortcomings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects teachers and their teaching endeavors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Humanism	Satisfactory	Needs Improvement	Unsatisfactory
Shows respect, compassion and empathy for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors the choices and rights of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitive and responsive to culture, gender, age, disabilities, and ethnicity of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to establish cooperative relationships with others who have differences in opinion, philosophy, religion, creed, gender, sexual orientation, culture, ethnicity, and language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Accountability</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Punctual and prepared for all obligations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependably completes assigned tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears neat in grooming, dress and hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Altruism</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Responds to the needs of others without regard to self-interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Ethical/Legal Understanding</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Maintains confidentiality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Truthful to patients and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to ethical principles of the PA profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possesses personal and academic integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Communication Skills</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Able to effectively relate to patients, peers, and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes positive rapport with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively identifies patient concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains composure during adverse interactions or situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses language appropriate to others' level of understanding			

<b>Clinical Competence</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Committed to ongoing professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated to providing the highest quality of care to patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes the emotional and physical well-being of patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a holistic approach to patient care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Concerns	Satisfactory	Needs Improvement	Unsatisfactory
Lacks Initiative <i>Needs excessive directions. Little self-directed learning.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacks Self-Confidence <i>Performance is limited by a lack of self-confidence.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Know Limitations <i>Overestimates abilities</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Condescending <i>Makes demeaning comments about others.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arrogant <i>Displays an attitude of superiority or self-importance.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abrasive <i>Is overly aggressive in a manner that annoys others.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarcastic <i>Excessive use of sarcasm in inappropriate settings.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impulsive/Reactive <i>Displays inappropriate behavior when frustrated or angry.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disruptive <i>Socializes during lectures/class.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uncooperative <i>Unable to cooperate or work well with others.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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Signature of Director for the PA Program Faculty

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Date

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Signature of Student

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Date



## **APPENDIX E REMEDIATION PLAN**

**GRAND VALLEY STATE UNIVERSITY – PHYSICIAN ASSISTANT STUDIES**

Cook-DeVos Center for Health Sciences

301 Michigan Street NE, Suite 200 ▪ Grand Rapids, Michigan 49503 ▪ Phone: (616) 331-3356

**STUDENT REMEDIATION PLAN CONTRACT**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Deficiency (including course if applicable):

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Student Action plan agreed upon by student and Department Chair.

Date to be  
completed: \_\_\_\_\_

Signatures:

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Department Chair

\_\_\_\_\_  
Date

cc: Advisor

## **APPENDIX F REQUEST FORMS**

**GRAND VALLEY STATE UNIVERSITY – PHYSICIAN ASSISTANT STUDIES**

Cook-DeVos Center for Health Sciences

301 Michigan Street NE, Suite 200 ▪ Grand Rapids, Michigan 49503 ▪ Phone: (616) 331-3356

**REQUEST FOR MAKE-UP EXAMINATION**

All requests for make-up examinations must be submitted in writing to the professor within three (3) business days of the original examination. A medical excuse or documentation of personal/family circumstances may be required.

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

Course: \_\_\_\_\_ Professor: \_\_\_\_\_

Date of Original Examination: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of Make-up Examination: \_\_\_\_\_

\_\_\_\_\_  
Signature of Professor

\_\_\_\_\_  
Date

# GRAND VALLEY STATE UNIVERSITY – PHYSICIAN ASSISTANT STUDIES

Cook-DeVos Center for Health Sciences

301 Michigan Street NE, Suite 200 ▪ Grand Rapids, Michigan 49503 ▪ Phone: (616) 331-3356

## STUDENT REQUEST FOR RECORDS/EXAMINATIONS

### Records/Examination Requested:

Item	Date	Instructor	Course

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Delivered by: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Returned by: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

**APPENDIX G**  
**GVSU HEALTH COMPLIANCE POLICY**

# GVSU Health Compliance Policy

## I. PURPOSE

Students, faculty, staff and volunteers (associates) at Grand Valley State University (GVSU) may participate in clinical or non-clinical experiential education or research (placements) at health-related affiliated organizations. In order to be protective of everyone involved, associates and the community served, certain participation guidelines have been established.

During placements, associates may interact with or be exposed to clients who are immunocompromised, or with diseases such as, but not limited to, tuberculosis (TB), hepatitis B, influenza, and other infectious conditions.

University policy, state and federal statutory regulations, and accreditation standards for academic programs and affiliated organizations require that our associates comply with certain health, safety, and legal requirements. As such, GVSU is contractually mandated to ensure all associates attain and maintain full compliance as defined in its affiliation agreements.

## II. AFFILIATION AGREEMENTS

Affiliation Agreements, established for the purpose of placements, are a contractual relationship between GVSU and affiliated organizations to specify responsibilities and liabilities of each party. GVSU does not accept single page Memorandums of Understanding (MOUs) or single page Training Site Agreements (TSA) in place of Affiliation Agreements.

The Health Compliance Office is responsible for executing, obtaining authorized signatures, and maintaining Affiliation Agreements for GVSU's health-related academic programs and for its other academic programs that utilize health-related affiliated organizations for placements. GVSU authorized signatories include program deans, their signatory designees, the Vice Provost for Health and those individuals possessing signature authority at affiliated organizations.

An Affiliation Agreement must be established prior to all placements. Student placements *within* GVSU do not require an Affiliation Agreement. Requests for new Affiliation Agreements for **approved** student placements must be sent via email to the Health Compliance Coordinator as soon as possible, but no less than twelve (12) weeks prior to planned placement. The Health Compliance Coordinator cannot guarantee the length of time it will require to fully execute an Affiliation Agreement with a particular site. Associates may not begin their planned placement until after the Affiliation Agreement is fully executed. GVSU faculty or academic program representatives who coordinate placements (Program Coordinators) are responsible for educating students regarding this Affiliation Agreement policy and the associated timeframes regarding Affiliation Agreement requests.

Program Coordinators must submit a request for an Affiliation Agreement by email to the Health Compliance Coordinator, by providing the following information:

- Affiliated facility's full name and address
- Affiliated facility's representative name, title, phone number, and email address
- Student's planned placement start date
- Affiliated facility's authorized signatory name and title, if known

Per GVSU's Legal Division, inactive Affiliation Agreements older than seven (7) years shall be deleted from GVSU's contract management system (Contract Logix) and hard copies shall be shredded.

### III. INTERNATIONAL STUDENT PLACEMENT TRAINING SITE AGREEMENTS

When a Program Coordinator has identified an **approved** international location for a student placement, a student-specific *International Student Placement Training Site Agreement* must be established between the agency and GVSU. International placements differ from domestic placements in that they generally require more research, student preparation, paperwork, and possibly international-specific immunizations. When arranging for independent study abroad, specific procedures should be followed to ensure that the student is well-prepared to travel, live, and work abroad, and to minimize potential safety hazards and liability risks.

It is highly recommended that students plan to meet with PIC **at least four (4) months prior to departure** in order to have adequate time to plan and prepare for international travel necessities, to establish an *International Student Placement Training Site Agreement* and to complete all health compliance/immunization requirements.

To achieve an optimal international student placement experience, a collaborative team effort is outlined below in the PROCEDURE steps that involves the following individuals: (See Exhibit A).

- Student
- Program Coordinator
- Padnos International Center (PIC) Coordinator
- Health Compliance Coordinator (Affiliation Agreement)
- Health Compliance Officer (health compliance requirements)

### IV. ACCOUNTABILITY

#### A. Associates

Faculty coordinating student placements in affiliated organizations are responsible for approving student placements based on health compliance requirements being met prior to any participation in a placement at an affiliated organization.

Health compliance requirements for each program shall be established based upon requirements contained within the Affiliation Agreements. All associates are responsible for protecting their own health and the clients or research participants with whom they interact by attaining and maintaining compliance with identified health compliance requirements.

Students and volunteers maintain full financial responsibility for obtaining all compliance requirements. Faculty and staff compliance requirements shall be paid for by the GVSU Health Compliance Program **when authorized health care providers and vendors are used**. Faculty and staff members are financially responsible for obtaining and maintaining professional licensing and specialty certification. A list of health compliance requirements and authorized providers and vendors shall be specified in the faculty and staff's health compliance account.

By the required due date, students must achieve compliance with all health compliance requirements applicable to the program to which they have been admitted. Students must maintain full compliance with all requirements until the student has graduated, or until the program has submitted written communication to the Health Compliance Officer that all placement activities required for graduation have been completed.

Faculty, staff, and volunteers are to attain and maintain full compliance with all requirements throughout their tenure with the GVSU.

Consequences for Non-Compliance: Health compliance audits will be conducted on a regular basis. Reports will be forwarded to the appropriate Program Coordinator with the recommendation that associates who fail to attain or maintain compliance by their program's due date or as otherwise required be restricted from any placement activities at affiliated organizations until compliance is achieved.



GVSU associates participating in health compliance regulated programs should retain their original documents. Direct uploading of electronic document files into an individual's health compliance account is recommended to assure, eliminate paper copies, minimize risk in a breach of confidentiality, and to decrease errors.

Additional requirements may be contractually mandated by affiliated organizations to which students are placed. These additional requirements are non-negotiable. To the extent known, additional requirements are documented in Contract Logix. Program Coordinators are responsible to review contractual requirements for each placement site either on Contract Logix, or via the Excel spreadsheet distributed monthly by the Health Compliance Coordinator. The Program Coordinator will notify the Health Compliance Officer of any associate with additional health compliance requirements. The Health Compliance Officer will indicate the additional requirements in the associate's health compliance account and track for completion.

Each semester, upon request from the Office of the Vice Provost for Health, Program Coordinators are responsible for submitting their program's placement data for entry into the GVSU contract management system. The data required per student includes: student's first and last name, last four digits of student's G#, student's email address, name of facility of placement, facility agency (if applicable), facility address, timeframe of placement and total number of hours. When the placement involves a preceptor, the following information should be provided: assigned preceptor's first and last names, each assigned preceptor's email address, and phone number. Submission must conform to requested format.

In the event that a student leaves a program, or a placement, prior to completing the rotation, the Program Coordinator will inform the student's preceptor and the Health Compliance Office of the student's departure.

### **B. Health Compliance Office**

All compliance records will be maintained for current students and made accessible to the student after graduation.

- Students whose health compliance tracking is maintained on Blackboard will have access to their information for up to one year after graduation through the Blackboard site. One year after graduation, all documents will be archived for seven years.
- Students whose health compliance tracking is maintained on CastleBranch will have lifetime access to the information they submitted to their CastleBranch account.

Compliance records for faculty, staff, and volunteers will be maintained while the individual is affiliated with GVSU. Records will be archived after one semester of inactivity, and retained for seven years.

Duties of the Health Compliance Office within the Office of the Vice Provost for Health include, but are not limited to:

- Negotiate, execute and maintain Affiliation Agreements (new/renewals)
- Develop and submit reports related to placements including, but not limited to, NC-SARA reports for the Office of the Provost
- Communicate periodically to Program Coordinators regarding all Affiliation Agreements and additional health compliance requirements
- Provide support for accreditation body visits relating to Affiliation Agreements and health compliance, upon request
- Administer and maintain health compliance information on Blackboard and with CastleBranch.
- Update health compliance training modules annually, including, but not limited to:
  - Bloodborne Pathogens
  - Tuberculosis (TB) and Infection Control

- Family Educational Rights & Privacy Act (FERPA)
- Elder Justice Act of 2009
- Health Insurance Portability and Accountability Act (HIPAA)
- Intellectual Property
- Coronavirus Disease (COVID-19)
- Review and maintain documents submitted to Health Compliance organizations on Blackboard
- Submit health compliance requirements to CastleBranch
- Audit CastleBranch grading to ensure compliance with GVSU policy
- Provide for associates, upon request and as outlined in Affiliation Agreements, clinical passport letters or other forms of compliance attestation
- Generate, process and maintain record of preceptor *Affiliated Clinical and Research Faculty* appointment letters and certificates
- Assist with obtaining placement sites, as needed
- Ensure that required items submitted meet standards set forth by GVSU, state and federal regulations, Affiliation Agreements, and the Centers for Disease Control and Prevention (CDC)
- Establish processes for notification and recommendation for participation restrictions for non-compliance
- Notify associates via email of non-compliance status and/or pending expiration of compliance items
- Notification process for Health Compliance includes, but not limited to:
  - The first notification sent will be for the initial set-up of the organization with instructions regarding health compliance system use, expectations and the process for meeting requirements.
  - A second notification will be sent approximately two weeks prior to the Health Compliance due date to assist in timely completion of compliance requirements. This email will be directed to all associates who have not yet met the Health Compliance requirements. It will contain instructions for the associate to visit their health compliance account to identify requirements that remain outstanding; notification that their program has been informed, that they will enter non-compliant status if not met by the due date; and an alert that, if non-compliant, they will not meet the requirements to enter affiliated organizations for placement activities.
  - After the indicated due date, additional notices will be sent to associates who are non-compliant, and a list of those associates that are non-compliant will be sent to the Program Coordinator.
  - Monitoring of each health compliance account will continue for those compliance requirements that expire annually or periodically. Notification emails will be sent to associates as needed.

## **V. PERSONAL PROTECTIVE EQUIPMENT (PPE)**

All associates will wear appropriate PPE while at a GVSU facility or an experiential learning placement site, in accordance with CDC guidelines and any applicable executive orders, even if the placement site indicates not required; i.e. a cloth face mask covering the mouth and nose, at all times in indoor spaces and when 6 feet of social distancing is not feasible outdoors; or, face shields, in addition to face masks, when person to person interactions occur within less than 6 feet or procedures are conducted that might be aerosol generating. Other PPE may be required.

## **VI. COMPLIANCE REQUIREMENTS**

The following are detailed compliance elements that may be required for placements at health-related organizations as outlined in each Affiliation Agreement. Each program will communicate their specific health compliance requirements to all associates.

### A. Physical Exam

If required by the program, students must submit a completed *GVSU Health and Immunization Form* available in the associate's health compliance account in Blackboard or CastleBranch. The form must be completed by one of the following licensed professional healthcare providers within 12 months prior to submission: physician, nurse practitioner or physician assistant.

### B. Immunizations & Serologic Titers:

Documentation of immunizations and titers, when required by program, must be submitted via one of the following mechanisms:

- *GVSU Health and Immunization Form* or *GVSU Immunization Form* completed/signed by a licensed professional healthcare provider
- Copy of a state immunization registry or card
- Copy or screen print from a patient portal
- Printed or handwritten documentation of immunization verified by a healthcare provider
- Receipt from a pharmacy or healthcare provider showing name, date of service, service rendered
- Lab report (titer)

The following immunizations may be required based on CDC Recommendations for Healthcare Personnel (unless medically contraindicated):

- Tetanus, Diphtheria, and Pertussis (Tdap) – Must Meet Criteria 1 and 2:
  - Criteria 1: One dose of Tetanus, Diphtheria, and Pertussis (Tdap) after age 10, regardless of when previous dose of Tetanus Diphtheria (Td) was received **AND**
  - Criteria 2: A Td or Tdap vaccination within the last ten years;
- Measles (Rubeola), Mumps and Rubella (MMR)
  - Documented two vaccinations **OR** titer results indicating immunity;
  - If vaccination documents are not available and/or one or more titers are negative, vaccination/revaccination is required;
- Hepatitis B
  - Documented immunization series of three doses or Engerix-B or Recombivax HB or two doses of Heplisav-B.
  - Hepatitis B surface antibody titer indicating immunity as required by program:
    - If the associate's titer result is negative after initial vaccination series, a booster/challenge vaccine, and/or an entire second series of vaccinations is required, followed by a titer four to six weeks after last vaccination;
    - If subsequent titer is negative following a booster/challenge vaccine, the remaining vaccines in the second series must be completed, followed by a titer four to six weeks after last vaccination;
    - If final titer is negative following an entire second series of vaccinations, the associate is considered a non-responder and a signed *Hepatitis B Waiver-Non-responder form* will be required. A note will be made in the associate's health compliance account regarding non-responder status and receipt of the form;
    - If record of the initial series of Hepatitis B vaccination is unobtainable, and the titer indicates immunity, the associate will be informed that the CDC indicates long term immunity cannot be confirmed on the basis of a positive titer alone and the associate will be encouraged to receive a complete vaccination series. If the associate chooses not to obtain additional vaccines, a signed *Hepatitis B Waiver-*

*Lack of Vaccine Documentation with Positive Titer form* will be required. A note shall be made in the associate's health compliance account regarding the effort to obtain the record, the result of titer indicating immunity, and receipt of the form;

- Varicella (Chicken Pox)
  - Documented two vaccinations **OR** confirmed disease by medical provider **OR** titer results indicating immunity;
  - If vaccination documents are not available and/or titer is negative, vaccination/revaccination is required;
- Influenza (Flu)
  - Annual influenza vaccination;
  - Additional strain influenza, if applicable, and available;
- Meningococcal
  - One adult Meningococcal vaccination and a booster dose every five years for associates who are routinely exposed to isolates of *Neisseria meningitidis*;
- Hepatitis A (if required by placement site)
  - Two doses of Hepatitis A vaccine
- COVID-19
  - A complete series of COVID-19 Vaccination or an approved medical or religious exemption.

### **C. Refusal to Consent to Vaccination**

It is the right of associates to refuse vaccinations. For all vaccines except COVID, upon request, the appropriate vaccine declination form will be provided to the associate by the Health Compliance Office, and must be signed by the associate and submitted to their health compliance account. The associate will be informed that declination of vaccines may result in an inability to participate in placement activities which may affect an associate's eligibility for program completion.

For COVID vaccines, university policy requires all faculty, staff and students to receive the COVID vaccine with limited exemptions for medical and religious reasons. Associates are required to upload documentation of the COVID-19 vaccines or an approved exemption.

Refusal to consent to vaccination is subject to the usual notification process regarding non-compliance status.

### **D. Tuberculosis (TB) Screening and Testing**

For associates entering the annual TB testing program who have not completed a TB test in the past 12 months, initial TB screening and testing will be validated by:

- Completion of a *Tuberculosis (TB) Risk Assessment and Symptom Screening* questionnaire (to be completed annually, thereafter)

**AND**

- ONE of the following methods of initial TB testing:
  - Two (2) Mantoux TB Skin Tests (2-step TB testing)
    - Documentation of two separate TB skin tests, each read within 48-72 hours of being placed. The two TB skin tests must be placed at least 7 days apart, and no greater than 12 months apart, to be considered 2-step baseline testing.

- If both tests meet the above criteria and are each documented “negative,” the associate should be classified as having a “negative baseline 2-step TB skin test” result.
  - An associate can then follow up with an annual single TB skin test and/or completion of a *Tuberculosis (TB) Risk Assessment and Symptom Screening* questionnaire, as determined by program.
  - If annual TB testing requirement is not completed within 14 months of the previous TB test, it cannot be considered a consecutive annual test, and 2-step TB skin testing will need to be repeated.
  - If a TB skin test is documented “positive,” further medical evaluation including a radiology report (chest x-ray) is required prior to the start of any placement
- One (1) Interferon-Gamma Release Assay (IGRA) TB Blood Test
    - Documentation of lab report for one of the following types of IGRA TB Blood Test: T-Spot or QuantiFERON Gold. One of these TB blood tests may be completed instead of 2-step TB skin testing.
    - If an IGRA TB blood test lab report is documented as “negative,” the associate should be classified as having a “negative baseline TB blood test” result.
    - An associate can then follow up with an annual single TB test and/or completion of a *Tuberculosis (TB) Risk Assessment and Symptom Screening* questionnaire, as determined by program
    - A “positive” IGRA means that the associate has been infected and an additional medical evaluation is required prior to the start of any placement to determine if the disease is latent or active
    - For individuals who have received the Bacillus Calmette-Guerin (BCG) vaccine, an IGRA is the preferred testing method as it is less likely to give a false-positive result
    - If initial TB testing is performed by IGRA TB blood test, it is recommended that subsequent annual testing be completed by IGRA TB blood test as well

If history of a positive TB test, submission of the positive TB test document if available, a *Tuberculosis (TB) Risk Assessment and Symptom Screening* questionnaire, and a radiology report showing a negative chest x-ray dated any time after the positive TB test, are required.

GVSU prohibits associates from interpreting their own TB testing results or from asking faculty to make this determination.

### **E. Observation**

An observational experience is one where a student follows a professional with the objective of learning about a specific career. A student participating in an observational experience is not expected to have hands-on contact with a patient/client. Students participating in observation at GVSU, or with an outside entity who has not specified health compliance requirements, will be required to submit documentation of the following:

- 2 MMR
- 2 Varicella
- 1 Tdap after age 10; and a current tetanus (Td or Tdap) vaccine within the last 10 years
- Two (2) Mantoux TB Skin Tests (2-step TB testing) or One (1) Interferon-Gamma Release Assay (IGRA) TB Blood Test, **AND** a *Tuberculosis (TB) Risk Assessment and Symptom Screening* questionnaire; all with “negative” results

- Current influenza vaccination if experience occurs at any time between October–April
- Completion of training modules for Bloodborne Pathogens, FERPA, HIPAA and TB & Infection Control.

### **F. Cardiopulmonary Resuscitation (CPR) Certification**

CPR certification is specific to program accreditation requirements. Certification must remain valid. ACLS does not fulfill the requirement for CPR certification. Courses that are entirely online are not acceptable for initial or renewal CPR certification. Hybrid CPR courses (where the didactic portion of the course is completed online and the skills evaluation is completed with a certified instructor) are acceptable.

### **G. Advanced Cardiovascular Life Support (ACLS) Certification**

ACLS certification is specific to program accreditation requirements. Certification must remain valid. Online initial or renewal ACLS certification courses are not acceptable sources for certification.

### **H. Criminal Background Check**

Upon matriculation hire, or as identified by program, Affiliation Agreement, or affiliated organization request, a criminal background check, which minimally includes the following elements, is performed: Residency History (seven (7) years), Michigan Statewide Criminal Records (ICHAT), National Sexual Offender Index, and National Healthcare Fraud and Abuse (OIG) Scan. Some affiliated organizations may require additional elements. GVSU will only accept criminal background checks completed through a GVSU designated vendor. Directions to complete a criminal background check are available to the associate through their health compliance account.

Criminal background check results are reviewed by the Health Compliance Officer. If deemed necessary, the Health Compliance Officer will notify the designated Program Coordinator for students or volunteers, and will notify the Dean of the College for faculty or staff. The discovery of a criminal record will not necessarily result in the revocation of an acceptance offer or expulsion from a program of study. Convicted offenses that are subject to the rules of the State Mandatory Exclusion Regulations may result in the loss of placement opportunities at affiliated organizations. As placements may be a required component of the curriculum, the loss of training opportunities may affect a student's ability to meet requirements for graduation. Convicted offenses may also result in a student's inability to sit for professional licensure exams.

Associates have the right to review the criminal background check reports for accuracy by contacting the judicial institution or background check vendor.

The Program Coordinator or Dean of the College may call together the *Committee for Establishing Practice Guidelines* to assist in determining the course of action if needed.

All associates are required to notify the Health Compliance Officer of any convictions, arrests, charges, or investigations by any law enforcement authorities that occur after the initial criminal background check is completed. The Dean of the College and/or their designee will be notified by the Health Compliance Officer if known additional criminal investigations occur.

Subsequent criminal background checks may be required.

## **I. Drug Screen**

Upon matriculation hire, or as identified by program, Affiliation Agreement, or affiliated organization request, a drug screen shall be performed. The GVSU standard is a 10-panel urine drug screen, however some affiliated organizations may require additional tests. GVSU will only accept drug testing completed through a GVSU designated vendor. Directions to complete a drug screen are available to the associate through their health compliance account.

Non-negative drug screen results are reviewed by the designated vendor's Medical Review Officer (MRO). For non-negative results declared by the MRO, associates will be given the opportunity to repeat the drug screen within one week (at the associate's expense) for confirmation of results. For non-negative results, the Health Compliance Officer will notify the designated Program Coordinator for students or volunteers, and will notify the Dean of the College for faculty or staff.

The Program Coordinator or Dean of the College may call together the *Committee for Establishing Practice Guidelines* to assist in determining the course of action if needed.

Subsequent drug screens may be required.

## **J. Fingerprinting**

Upon matriculation, hire, or as identified by program, Affiliation Agreement, or affiliated organization request, fingerprinting shall be performed. Fingerprinting reports must be obtained through a designated Live Scan vendor. Directions to complete fingerprinting are available to associates through their health compliance account.

Fingerprinting reports will be reviewed by the Health Compliance Officer. The Health Compliance Officer will notify the designated Program Coordinator for students or volunteers, and will notify the Dean of the College for faculty or staff, if convictions found by either the Michigan State Police or FBI deem the associate unsuitable for placement at organizations affiliated with GVSU as outlined by State law, in addition to, all Tier I, Tier II and Tier III sexual offenses. GVSU may not disseminate fingerprinting results to anyone per federal and State of Michigan law.

The program representative or Dean of the College may call together the *Committee for Establishing Practice Guidelines* to assist in determining the course of action if needed.

Subsequent fingerprinting may be required.

## **K. Health Compliance Training Modules**

To be completed online upon initial entry to health compliance, and/or annually as indicated, through the Blackboard Health Compliance site with a score of 80% or greater to pass.

<b>Training Module</b>	<b>Initially</b>	<b>Annually</b>
Bloodborne Pathogens/ Standard Precautions	X	X
Health Insurance Portability and Accountability Act (HIPAA)	X	X
Tuberculosis (TB) and Infection Control	X	X
Coronavirus (COVID-19)	X	X
Family Educational Rights & Privacy Act (FERPA)	X	

Elder Justice Act of 2009	X	
Intellectual Property	X	

#### **L. Current and Unrestricted Professional License (if applicable)**

Licensed associates are financially responsible to maintain a current unrestricted license to practice throughout their tenure with the university. A copy of the current license must be submitted to the associate's Health Compliance account.

#### **M. Respiratory FIT testing**

Respiratory FIT testing may be completed as required by the specific program or placement site and associate may be responsible for cost. Directions available by contacting the Clinical Initiatives Specialist.

#### **N. Color Blind Testing**

Color Blind Testing will be completed as required by the specific program. Directions available through the associate's health compliance account.

#### **O. Authorization to Release Information**

All associates must review and submit the *Authorization Release Information* form. This form is available through the associate's health compliance account.

#### **P. Health Insurance Acknowledgment Form**

All associates must review and submit the *Health Insurance Acknowledgment* form. This form is available through the associate's health compliance account.

#### **Q. Simulation Center User Agreement and Photo Release**

All students whose program includes the use of the GVSU Simulation Center, will be required to review and submit the *Simulation Center User Agreement* and *Simulation Center Photo Release* forms available through the associate's health compliance account. If a student chooses to decline submission of the *Simulation Center Photo Release* form, written declination will be required (email is acceptable) and the student's faculty advised that the student's associated media (i.e. simulation videos) cannot be shared for educational purposes.

#### **R. Renewable Compliance Requirements**

The following are to be renewed prior to due date indicated within the associate's health compliance account.

##### **a. Annually:**

- TB screening (completion of *Tuberculosis (TB) Risk Assessment and Symptom Screening* questionnaire) and/or subsequent TB testing, as required by program or as indicated due to prior positive TB test
- Influenza vaccination
  - Additional strain influenza vaccination if applicable and available
- Training modules for Bloodborne Pathogens, HIPAA, TB & Infection Control, and COVID-19



#### **b. Variable Timeframe:**

- Tetanus (Td or Tdap)
- CPR certification
- ACLS certification
- Respiratory FIT testing
- Professional licensure (if applicable)

#### **S. Resources**


Unless otherwise stated in this Policy, associates may obtain health compliance requirements with a healthcare provider of choice. References for additional healthcare and service providers are located through the associate's Health Compliance Blackboard account.

#### **References:**

Centers for Disease Control and Prevention. Recommended Vaccines for Healthcare Workers.  
<http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>. Reviewed January 28, 2020February 10, 2021

Centers for Disease Control and Prevention. Diagnosing Latent TB Infection & Disease.  
<https://www.cdc.gov/tb/topic/testing/diagnosingltbi.htm> Reviewed February 10, 2021

Centers for Disease Control and Prevention. Tuberculosis, Testing and Diagnosis,  
<https://www.cdc.gov/tb/topic/testing>. Reviewed February 10, 20221

Centers for Disease Control and Prevention, Havers FP, Moro PL, Hunter P, Hariri S, Bernstein H. Use of Tetanus Toxoid, Reduced Diphtheria Toxoid, and Acellular Pertussis Vaccines: Updated Recommendations of the Advisory Committee on Immunization Practices — United States, 2019. MMWR Morb Mortal Wkly Rep 2020; 69:77–83. DOI: <http://dx.doi.org/10.15585/mmwr.mm6903a5>; <https://www.cdc.gov/mmwr/volumes/69/wr/mm6903a5.htm>. Reviewed February 10, 2021

Centers for Disease Control and Prevention. COVID-19 ACIP Vaccine Recommendations.  
<https://www.cdc.gov/vaccines/hcp/acip-recs/vacc-specific/covid-19.html>. Reviewed February 10, 2021

## Exhibit A

### International Student Placement Training Site Agreement Procedure

1. Student contacts an international agency approved by PIC and is accepted for a student placement experience. Student will inform Program Coordinator and provide agency name, address, phone number and contact information including name, title, phone number, and email address.
2. Program Coordinator will contact agency to determine if agency and preceptor (supervisor) meet program licensure and accreditation requirements needed for course credit before proceeding with international placement site arrangements.
3. Program Coordinator will request an *International Student Placement Training Site Agreement* to be established by the Health Compliance Coordinator and provide the following information:
  - International agency's name and address
  - International agency's representative's name, title, email address and phone number
  - Student's planned international clinical placement site start date (month/year)

The Health Compliance Coordinator will notify the Program Coordinator when the agreement has been fully executed. If there are any difficulties in establishing the agreement, the Health Compliance Coordinator will inform the Program Coordinator in a timely manner.

4. Once international placement site is approved by Program Coordinator, student and Program Coordinator will meet to discuss details of the placement process. Program Coordinator will direct student to the PIC website and will inform student of his/her responsibility for preparing for international travel, work, and living arrangements.
5. Students must carefully read all information and follow PIC procedures regarding Study Abroad Independent Study: (<https://www.gvsu.edu/studyabroad/independent-study-606.htm>).
6. Students must make an appointment to meet with the PIC Coordinator for Study Abroad & International Partnerships. Student must bring all information about the program/agency, a completed and signed faculty supervisory form, and a course syllabus.
7. Student must complete an online OASIS Independent Study Application on the PIC website. The Independent Study Application will be reviewed by the PIC Coordinator. **Acceptance for an independent study program through PIC is not guaranteed.**
8. Student must follow the Pre-Departure Guide/Timeline to ensure that all necessary arrangements are met:
  - Passport and Visa applications
  - Arrangement for independent study program credit
  - Financial and travel arrangements
  - Travel Warning and Assumption of Risk and Liability waivers, if applicable
  - Health and immunization requirements (coordinated with Health Compliance Officer once destination is determined)
  - Familiarity with the travel destination legalities, customs, culture, and language
  - Register trip with U.S. State Department
  - Develop an emergency plan and exchange emergency contact information with family, PIC staff, and Program Coordinator

9. Attend all pre-departure meetings as required by PIC Coordinator and student will meet no later than two (2) weeks prior to departure to review arrangements. Student will provide PIC Coordinator with contact information (email, phone numbers, social media accounts, etc.) that student will use while abroad.
10. Program Coordinator will follow student's progress at the agency throughout the course of the internship. Student will remain in contact with Program Coordinator as pre-arranged prior to the student's departure for the placement.

Student will remain in contact with PIC Coordinator weekly (via personal or mass email, phone, blog, and/or social media accounts) and will inform PIC Coordinator if traveling to other locations/destinations during the int

## Exhibit A

### International Student Placement Training Site Agreement Procedure

1. Student contacts an international agency approved by PIC and is accepted for a student placement experience. Student will inform Program Coordinator and provide agency name, address, phone number and contact information including name, title, phone number, and email address.
2. Program Coordinator will contact agency to determine if agency and preceptor (supervisor) meet program licensure and accreditation requirements needed for course credit before proceeding with international placement site arrangements.
3. Program Coordinator will request an *International Student Placement Training Site Agreement* to be established by the Health Compliance Coordinator and provide the following information:
  - International agency's name and address
  - International agency's representative's name, title, email address and phone number
  - Student's planned international clinical placement site start date (month/year)

The Health Compliance Coordinator will notify the Program Coordinator when the agreement has been fully executed. If there are any difficulties in establishing the agreement, the Health Compliance Coordinator will inform the Program Coordinator in a timely manner.

4. Once international placement site is approved by Program Coordinator, student and Program Coordinator will meet to discuss details of the placement process. Program Coordinator will direct student to the PIC website and will inform student of his/her responsibility for preparing for international travel, work, and living arrangements.
5. Students must carefully read all information and follow PIC procedures regarding Study Abroad Independent Study: (<https://www.gvsu.edu/studyabroad/independent-study-606.htm>).
6. Students must make an appointment to meet with the PIC Coordinator for Study Abroad & International Partnerships. Student must bring all information about the program/agency, a completed and signed faculty supervisory form, and a course syllabus.
7. Student must complete an online OASIS Independent Study Application on the PIC website. The Independent Study Application will be reviewed by the PIC Coordinator. **Acceptance for an independent study program through PIC is not guaranteed.**
8. Student must follow the Pre-Departure Guide/Timeline to ensure that all necessary arrangements are met:
  - Passport and Visa applications
  - Arrangement for independent study program credit
  - Financial and travel arrangements
  - Travel Warning and Assumption of Risk and Liability waivers, if applicable
  - Health and immunization requirements (coordinated with Health Compliance Officer once destination is determined)
  - Familiarity with the travel destination legalities, customs, culture, and language
  - Register trip with U.S. State Department

- Develop an emergency plan and exchange emergency contact information with family, PIC staff, and Program Coordinator
9. Attend all pre-departure meetings as required by PIC Coordinator and student will meet no later than two (2) weeks prior to departure to review arrangements. Student will provide PIC Coordinator with contact information (email, phone numbers, social media accounts, etc.) that student will use while abroad.
  10. Program Coordinator will follow student's progress at the agency throughout the course of the internship. Student will remain in contact with Program Coordinator as pre-arranged prior to the student's departure for the placement.
  11. Student will remain in contact with PIC Coordinator weekly (via personal or mass email, phone, blog, and/or social media accounts) and will inform PIC Coordinator if traveling to other locations/destinations during the internship.
  12. Student contacts an international agency approved by PIC and is accepted for a student placement experience. Student will inform Program Coordinator and provide agency name, address, phone number and contact information including name, title, phone number, and email address.
  13. Program Coordinator will contact agency to determine if agency and preceptor (supervisor) meet program licensure and accreditation requirements needed for course credit before proceeding with international placement site arrangements.
  14. Program Coordinator will request an *International Student Placement Training Site Agreement* to be established by the Health Compliance Coordinator and provide the following information:
    - International agency's name and address
    - International agency's representative's name, title, email address and phone number
    - Student's planned international clinical placement site start date (month/year)

The Health Compliance Coordinator will notify the Program Coordinator when the agreement has been fully executed. If there are any difficulties in establishing the agreement, the Health Compliance Coordinator will inform the Program Coordinator in a timely manner.

15. Once international placement site is approved by Program Coordinator, student and Program Coordinator will meet to discuss details of the placement process. Program Coordinator will direct student to the PIC website and will inform student of his/her responsibility for preparing for international travel, work, and living arrangements.
16. Students must carefully read all information and follow PIC procedures regarding Study Abroad Independent Study: (<https://www.gvsu.edu/studyabroad/independent-study-606.htm>).
17. Students must make an appointment to meet with the PIC Coordinator for Study Abroad & International Partnerships. Student must bring all information about the program/agency, a completed and signed faculty supervisory form, and a course syllabus.
18. Student must complete an online OASIS Independent Study Application on the PIC website. The Independent Study Application will be reviewed by the PIC Coordinator. **Acceptance for an independent study program through PIC is not guaranteed.**

19. Student must follow the Pre-Departure Guide/Timeline to ensure that all necessary arrangements are met:
  - Passport and Visa applications
  - Arrangement for independent study program credit
  - Financial and travel arrangements
  - Travel Warning and Assumption of Risk and Liability waivers, if applicable
  - Health and immunization requirements (coordinated with Health Compliance Officer once destination is determined)
  - Familiarity with the travel destination legalities, customs, culture, and language
  - Register trip with U.S. State Department
  - Develop an emergency plan and exchange emergency contact information with family, PIC staff, and Program Coordinator
20. Attend all pre-departure meetings as required by PIC Coordinator and student will meet no later than two (2) weeks prior to departure to review arrangements. Student will provide PIC Coordinator with contact information (email, phone numbers, social media accounts, etc.) that student will use while abroad.
21. Program Coordinator will follow student's progress at the agency throughout the course of the internship. Student will remain in contact with Program Coordinator as pre-arranged prior to the student's departure for the placement.
22. Student will remain in contact with PIC Coordinator weekly (via personal or mass email, phone, blog, and/or social media accounts) and will inform PIC Coordinator if traveling to other locations/destinations during the internship.

**APPENDIX H**  
**HEALTH SCREENING FORM**

**Grand Valley State University  
Physician Assistant Studies  
Technical Standards**

The technical skills required of all students to maintain an acceptable level of performance include:

- Candidates for the physician assistant profession must have somatic sensation and the functional use of the senses of vision and hearing. A candidate's diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell, and taste.
- A candidate must have sufficient exteroceptive sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out the activities described in the sections that follow. They must be able to integrate all information received by whatever sense(s) employed, consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.
- A candidate for the physician assistant profession must have abilities and skills of five varieties including observation, communication, motor, conceptual, integrative and quantitative, and behavioral and social. Technological compensation can be made for some handicaps in certain these areas, but such a candidate should be able to perform in a reasonably independent manner. 44  
8/28/2017
- A candidate must be able to observe demonstrations and experiments in the basic sciences, including, but not limited to, physiologic and pharmacologic demonstrations in animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.
- A candidate should be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the healthcare team.
- Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate should be able to do basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (proctoscopy, paracentesis, etc.) and read EKGs and X-rays. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment of patients. Examples of emergency treatment reasonably required of physician assistants are cardiopulmonary resuscitation, the administration of intravenous medications, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers.
- A candidate's abilities should include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physician assistants, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures.
- A candidate must possess the emotional health and stability required for full utilization of his intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients.



- Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and education processes.
- Candidates must have experience using computers including laptops and tablets, as well as specific software programs including Microsoft Office® products. Additional experience using electronic health records is helpful but not required.

*I certify this PAS student to be free of communicable disease, free of any condition that might endanger the health and well-being of other students and patients, meets the technical standards of the Physician Assistant Studies Program and is medically fit to undertake study at GVSU.*

---

*Date*

---

*Signature of Provider*

---

*Printed Signature*

---

*Phone*

---

*Address*

## **APPENDIX I PROGRAM FORMS**

# GRAND VALLEY STATE UNIVERSITY – PHYSICIAN ASSISTANT STUDIES

Cook-DeVos Center for Health Sciences

301 Michigan Street NE, Suite 200 ▪ Grand Rapids, Michigan 49503 ▪ Phone: (616) 331-5700

## ACCEPTANCE FORM

- 1) Image Release: I give GVSU permission to use my image in forming a class portrait sheet, webpage development and for all forms of media, publicity and news releases.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Please Print Name

- 2) Please print your name on the following line the way you want it to appear on ID badges and other signage needed to prove identity and gaining access to secured areas.

\_\_\_\_\_  
Please Print Name

- 3) Please tell us how you would like to be addressed on the line below: (For example some persons named Richard prefer to be called “Dick” or “Rick”. Marcelyn may want to be called “Marcie”. Olga may want to be called “Margaret”.

\_\_\_\_\_  
Print how you would like to be addressed

- 4) If you have any physical disabilities, please explain below so that we can begin planning for your arrival. Thank you.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5) Criminal Background Check or Drug Screen is required for clinical placements, and if positive may affect placements as well as future PA licensure.

Have you ever been arrested and/or convicted of a federal or state crime? If so, please attach a memo giving details. Please initial your choice and memo.

\_\_\_\_\_  
Yes

\_\_\_\_\_  
No

\_\_\_\_\_  
Today's Date

## **GRAND VALLEY STATE UNIVERSITY – PHYSICIAN ASSISTANT STUDIES**

Cook-DeVos Center for Health Sciences

301 Michigan Street NE, Suite 200 ▪ Grand Rapids, Michigan 49503 ▪ Phone: (616) 331-5700

### **CONFIDENTIALITY AGREEMENT**

This confidentiality agreement is entered into this \_\_\_\_\_ day of \_\_\_\_\_ between all clinical preceptor sites and the undersigned (individual).

This agreement protects the preceptor's confidential information from disclosure by any individual. This agreement is necessary due to the individual's access to confidential information, which, if disclosed by the individual, could cause harm to the preceptor or patient.

The individual shall not disclose or use at any time any secret, privileged, or confidential information concerning the preceptor/patient of which the individual become aware in any manner. Confidential information shall include information concerning the preceptor/patient not generally known to the public including but not limited to the preceptor's products, services patient records, treatments or any other information relating to the business of the preceptor.

Student Name: \_\_\_\_\_, PA-S

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## GRAND VALLEY STATE UNIVERSITY – PHYSICIAN ASSISTANT STUDIES

Cook-DeVos Center for Health Sciences

301 Michigan Street NE, Suite 200 ▪ Grand Rapids, Michigan 49503 ▪ Phone: (616) 331-5700

### PAS LABORATORY SAFETY AGREEMENT

Participation in the laboratory classes exposes persons to the risk of injury and illness from hazardous materials and equipment. Special risks arise to persons performing any testing involving urine, blood, or other biologic specimens. The transmission of hepatitis and AIDS is a special concern, but other diseases may also be transmitted by direct contact with clinical specimens. In addition, students will be working with other potentially hazardous material including but not limited to gels, casting material, scalpels, cow tongue, pig's feet, fluorescence stain, etc. In order to reduce the risk of injury or infection, the following precautions must be followed:

1. Treat EVERY specimen as if it is contaminated.
2. Wear gloves when handling blood-soiled items or equipment and when performing phlebotomy. Gloves must be worn throughout testing.
3. Wash hands after removing gloves, immediately after coming into contact with blood or body fluids, and before leaving the classroom.
4. Wear a protective lab coat during all testing procedures. When removing the lab coat, fold with outside inward if it will be removed from the laboratory. It is recommended that lab coats be left in the lab.
5. Minimize the creation of aerosols during centrifugation by using caps and keeping centrifuge lids closed during centrifugation.
6. Use mechanical pipettes for manipulation of liquids.
7. Decontaminate all work surfaces with 10% bleach after any contamination and before leaving the lab.
8. Do not re-sheath needles, but disposed of them directly into the container provided.
9. Gloves, protective eye wear, and protective clothing must be worn when working with other chemicals, equipment, and other hazardous materials.

I, hereby acknowledge, that I have read and understand the above statements regarding the hazards of laboratory testing and the precautions to be taken to prevent injury and illness. I agree to comply with these and other established safety regulations and practices, and will consult the instructor for advice in circumstances where safety practice is in doubt.

---

Student Signature

---

Date

---

Witness Signature

---

Date

## INFORMED CONSENT FOR LABORATORY PARTICIPATION

I understand the primary goal of the Physician Assistant Studies (PAS) program is to graduate students who have acquired both the knowledge and skill needed to evaluate and treat patients competently and safely. These skills are developed and refined through a variety of learning experiences in the classroom, laboratory, and clinical settings. I further understand that, as a student in the PAS program, I am expected to participate in all learning experiences, in the roles of “patient” and “PA” unless there are pre-existing health concerns that would prohibit that participation. In that instance, I agree to inform the lab instructor so that alternative arrangements can be made that will maximize the learning opportunity for all students while providing appropriate adaptations for my own safety. I also agree to wear lab attire that will sufficiently expose the area that is being taught for that lab session, yet maintain appropriate modesty. This may include shorts for male volunteers and shorts/sports bra for female volunteers.

I understand that the instructor, and other lab faculty or PAS students may perform physical exams on me in order to demonstrate physical exam techniques. These techniques will include, but are not limited to, examinations to assess the HEENT, dermatologic, cardiopulmonary, neurologic, musculoskeletal, and gastrointestinal systems. These learning experiences will be conducted under the guidance and supervision of certified physician assistants and medical doctors licensed in the state of Michigan. However, I fully understand that these learning experiences may cause a potential risk of injury to myself, or others, when there are unknown, pre-existing health conditions. In addition, there is the potential for minor muscle or joint soreness which might ensue from learning these techniques. I willingly assume such risks.

I also understand that all techniques performed on me by the instructor, or other students, are under my personal control. I agree that, at any time, I have the right to immediately terminate any examination technique for any reason that I judge to be potentially injurious, in any manner, to my person. I further agree to terminate any procedure if pain, discomfort, or any adverse sensation is experienced.

In the event that I am injured in class or lab while working with faculty, or a fellow student, I agree to report the incident to the class instructor and to complete an incident report. I agree that any medical care I may need as a result of the incident will be at my expense. I also agree that it is my responsibility to inform fellow students and instructors of any medical conditions that I have that would preclude my participation.

Finally, I understand that, as a participant in PAS 561-564, Clinical Applications series, a regular or adjunct faculty member, as well as other PAS students, will be using a variety of established physical exam techniques to non-intimate areas of my body, as a part of the teaching/learning process. I hereby consent to these techniques. I further understand that when others are expected to touch, as part of assessment or treatment, intimate areas [face, neck, chest, abdomen, or hips] of my body, I have the right to expect those persons [faculty and students] to *not* engage in touch to these areas without my explicit consent *at every encounter*. I understand also that I may expressly remind an instructor, or fellow student, to seek that consent at any time and on multiple occasions, as needed. I understand that I have the right to request and receive the presence of a third-party chaperone during any examination or procedure in this class. With respect to the preceding points, I understand that neither my grade or my interaction with faculty will be penalized as a result from my request to not be a participant in an experience for which I am uncomfortable or for which I request a chaperone. Finally, I pledge to perform that same, respectful and appropriate touch on others following the guidelines described above.

I have carefully read and fully understand this Informed Consent.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

## **GRAND VALLEY STATE UNIVERSITY – PHYSICIAN ASSISTANT STUDIES**

Cook-DeVos Center for Health Sciences

301 Michigan Street NE, Suite 200 ▪ Grand Rapids, Michigan 49503 ▪ Phone: (616) 331-5700

### **CONTACT INFORMATION AND FOOD ALLERGIES**

Student Name:

---

Current Mail Address:

---

---

---

Current Email Address:

---

Current Phone Numbers:

Home:

---

Work:

---

Cell:

---

Food Allergies

---

## GRAND VALLEY STATE UNIVERSITY – PHYSICIAN ASSISTANT STUDIES

Cook-DeVos Center for Health Sciences

301 Michigan Street NE, Suite 200 ▪ Grand Rapids, Michigan 49503 ▪ Phone: (616) 331-5700

### PHOTO RELEASE FORM

This agreement fully represents all terms and considerations and no other statements, conditions, or promises are made in conjunction with this release form.

I, \_\_\_\_\_, give permission to Grand Valley State University (GVSU) to use, without charge and without reservation, my likeness in any medium and for any lawful purpose, including promoting the institution, its programs and services. I waive any rights of action I may have and release GVSU and its licensees from any and all claims I may have arising from use of my likeness.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

*Signature of parent/guardian if subject is under the age of 18.*

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Relationship



## GRAND VALLEY STATE UNIVERSITY – PHYSICIAN ASSISTANT STUDIES

Cook-DeVos Center for Health Sciences

301 Michigan Street NE, Suite 200 ▪ Grand Rapids, Michigan 49503 ▪ Phone: (616) 331-5700

### PERMISSION TO RELEASE NON-PUBLIC INFORMATION

The Family and Educational Rights and Privacy Act of 1974 (as amended in December 1974) provides that the release of education records (or personally identifiable information therein, except for public directory information) without the written consent of the student will not be made.

In order that GVSU complies with the law, please provide the information requested below and sign this request form.

#### **PLEASE PRINT**

Name: \_\_\_\_\_  
First Middle Last

Student Number: \_\_\_\_\_

Permanent Address: \_\_\_\_\_  
Number and Street  
\_\_\_\_\_  
City State Zip

Information to be Released:

☐  
☐

Acknowledgment of Student in Good Standing

Other: \_\_\_\_\_  
\_\_\_\_\_

Information to be Released to:

☐  
☐  
☐

State of Michigan Department of Licensing and Regulatory Affairs

National Commission on Certification of Physician Assistants (NCCPA)

Other: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**APPENDIX J**  
**HANDBOOK AGREEMENT FORM**

## **GVSU – PAS CLASS OF 2023**

### **Student Handbook:**

I read the "PAS Student Handbook, August 2021, and agree to comply with program expectations including the technical standards. My questions regarding the handbook have been asked and answered to my satisfaction.

---

Printed Name

---

Student Signature

---

Date

### **Application for Licensure:**

I understand that the application for licensure as a physician assistant asks questions about felony conviction, misdemeanor conviction punishable by imprisonment for a maximum term of two (2) years, misdemeanor conviction involving the illegal delivery, possession, or use of alcohol or a controlled substance (including motor vehicle violations), and treatment for substance abuse in the past two (2) years. If any of the before are true, I understand that the individual state licensing boards will review my application for licensure and will decide about correct moral fitness. I understand that the individual state licensing board may refuse to grant a license to me.

---

Printed Name

---

Student Signature

---

Date

If you have any questions, please get your questions answered from your advisor or the Department Chair before you sign this consent form.

## **APPENDIX K**

### **STUDENT RESOURCES**

## **Student Resources**

### **American Academy of Physician Assistants**

Founded in 1968, the American Academy of PAs is the national professional society for PAs. It represents a profession of more than 115,500 certified PAs across all medical and surgical specialties in all 50 states, the District of Columbia, U.S. territories, and the uniformed services. AAPA advocates and educates on behalf of the profession and the patients PAs serve. (<https://www.aapa.org/>)

### **Disability Support Resources**

The mission of Disability Support Resources (DSR) is to provide support resources and accommodations that enhance the environment for persons with disabilities and to help educate the university community on disability issues. (<http://www.gvsu.edu/dsr/>)

### **Grand Valley Department of Public Safety (GVDPS)**

The GVSU Police Department is a full-service law enforcement agency charged with the responsibility of enforcing the laws of the State of Michigan and University rules and regulations. Additional services provided by our police department include parking and traffic control, lost and found property, 24-hour non-emergency dispatch, motorist assists, and emergency closing announcements. The department is staffed by 16 sworn law enforcement officers including a director and assistant director, temporary call-in officers, four (4) clerical staff members and approximately 75 student employees. Additional law enforcement, fire, and medical support is provided through Allendale Fire Rescue, Georgetown Fire Rescue, LIFE EMS, AMR EMS, Ottawa County Central Dispatch Authority, the Ottawa County Sheriff's Department, and the Michigan State Police. (<http://www.gvsu.edu/gvpd/>)

### **GVSU University Undergraduate and Graduate Catalog**

The catalog is a comprehensive listing of current information regarding:

- undergraduate/graduate academic rules and regulations;
- course offerings; and,
- degree requirements.

(<http://catalog.gvsu.edu/index.php?catoid=46>)

Grand Valley students are responsible to know and understand the requirements for the degree they are pursuing and should be knowledgeable about university policies and procedures contained in this catalog. Although this catalog was prepared on the basis of the best information available at the time, the information is updated regularly. All policies, procedures, fees, and charges are subject to change by the appropriate action of the faculty, the university administration, and the Board of Trustees.

For additional information, the following sections of the University Catalog may be useful to students:

- Academic Calendar (<http://catalog.gvsu.edu/content.php?catoid=46&navoid=2170>)
- Costs and Financial Aid (<http://catalog.gvsu.edu/content.php?catoid=46&navoid=2165>)
- Graduate Policies and Regulations  
(<http://catalog.gvsu.edu/content.php?catoid=46&navoid=2149#GradAcadPandR>)
- Campus Health Center (<http://www.gvsu.edu/campushealth/>)

- Advising Resources and Special Programs (<http://www.gvsu.edu/chpss/>)
- Office of Graduate Studies Health Professions (<http://www.gvsu.edu/gs/>)
- Campus Maps (<http://www.gvsu.edu/maps.htm>)

### **Michigan Academy of Physician Assistants**

The Michigan Academy of Physician Assistants is committed to providing quality, cost-effective, and accessible health care through the promotion of professional growth and enhancement of the PA practice environment. (<http://www.michiganpa.org/>)

### **Student Academic Success Center**

The Student Academic Success Center (SASC) offers a wide range of programs and services to assist students in achieving their academic goals. (<http://www.gvsu.edu/sasc/>)

- Academic Skills Resources (<http://www.gvsu.edu/sasc/academic-skills-resources-107.htm>)
- Student Forms (<http://www.gvsu.edu/registrar/student-forms-14.htm>)

### **Student Code**

Standards of conduct are established in order to generate an atmosphere in which the goals and objectives of the institution can flourish. Individual rights can only be ensured with acceptance of individual and group responsibilities and respect for the rights of others. Individuals attending Grand Valley State University (GVSU) automatically place themselves under the applicable rules and regulations of the institution. The conduct system, herein described, provides full due process and is consonant with constitutional guarantees. Students can refer to this University document for information on the following topics:

- Conduct Review Process
- Conduct Process Sexual Misconduct
- Conduct Process Academic Honesty
- Class Removal
- Student Academic Grievance Process
- Non-academic Grievance Process
- (<http://www.gvsu.edu/studentcode/>)

### **Parking Services**

Grand Valley is a permit only campus. If you are coming to either of our campuses (Allendale, Pew, or Health Campus) during business hours, you will need a permit. Please check Parking Information for additional information and times, unless you choose to pay and park at meters or pay stations. The Traverse City Campus is a non-permit campus. No permit is needed. (<http://www.gvsu.edu/parking/>)

**APPENDIX L**  
**CoVid-19 RESPONSE**

In March of 2020, the SARS-CoV2 pandemic disrupted traditional teaching in the GVSU PAS program. Due to this disruption, the program, university, and clinical sites have altered the way PA education has been delivered. This appendix outlines some of the changes that have taken place.

### Teaching methods

**Didactic.** See page 7 for details of the delivery methods. While many of these methods were implemented during the SARS-CoV2 shutdown, some have remained as teaching methods in the program.

**Clinical.** Clinical year students will follow guidelines and procedures from the CDC, GVSU Office of the Vice Provost for Health, and our clinical partners. Procedures may include protective equipment, N95 mask fitting, symptom checks, temperature scans upon entry, and possible SARS-CoV2 testing.

### CoVid-19 Requirements

GVSU has implemented standard procedural requirements upon entering any GVSU facility based on current CDC guidance. Please refer to <https://www.gvsu.edu/lakerstogether/face-covering-policy-27.htm> for the most up to date policies and procedures.

#### Distant assessment via ExamSoft

The GVSU PAS program uses the Exemplify testing platform from ExamSoft for student assessment. This platform is secure and allows students to take exams from any location. Exams will be administered in person whenever possible, however in some circumstances, a student may be required to take an exam from home. The following are rules and recommendations when taking an exam from a remote location:

- Find a quiet space with little to no distractions.
- Use earplugs to limit external noises and distractions.
- Books or notes may **NOT** be used during the exam, unless otherwise stated.
- Notes may **NOT** be taken during the exam.
- Close down all programs running on the computer and make sure you are using the most recent version of Exemplify.
- Have the cell phone number of the instructor available in case you experience any issues.

#### Building hours

The building hours for CHS and NMC UC will remain the same, and PAS students will have extended access using key cards.

#### SARS-CoV2 resurgence.

**Didactic:** In the event that SARS-CoV2 cases increase and the government orders all teaching to occur remotely, the program will utilize Zoom technology to continue with classes. The class schedule will remain the same for the remote teaching via Zoom.



**Clinical:** Students on clinical rotations will follow institutional policy regarding students. The program will also work with the OVPH to ensure safe clinical placements. If a student on clinical rotations is not comfortable with attending their rotation, they may opt out, knowing that this could delay graduation.

#### GVSU Resources

For more information on the GVSU response so the CoVid-19 pandemic, please visit the GVSU websites dedicated to the response and coronavirus communication:

- <https://www.gvsu.edu/coronavirus/>
- <https://www.gvsu.edu/lakerstogether/>