



**PHYSICIAN ASSISTANT
STUDIES**

Physician Assistant Student Handbook

August 2022

This PA Student handbook describes the standard operating procedures, guidelines, and policies of the Department of Physician Assistant Studies (PADP). All students are expected to abide by the policies and procedures outlined in this handbook. ECU PA reserves the right to make changes to this handbook and will notify students via email should a change be made. Any changes will also be listed on the last page of this handbook with a notation of the date the change was made.

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SECTION ONE

INTRODUCTION

This handbook has been prepared to orient you to current standard operating procedures, guidelines, and resources relevant to your participation in the professional phase of the East Carolina University (ECU) Department of Physician Assistant Studies (PADP) program. It is designed to be your guide through the twenty-seven months of the ECU PA Program. Please do not file and forget it. If you have any questions about the program's standard operating procedures, refer to the handbook first. You will also be introduced to your student rights and to our expectations concerning your professional development.

We hope this handbook will be useful to you. Please feel free to contact the PA Department Chair or your PA Program faculty advisor if you have any questions.

COLLEGE OF ALLIED HEALTH SCIENCES MISSION STATEMENT

Mission Statement

College of Allied Health Sciences 2017-2022 Strategic Plan

Unit Mission: The mission of the College of Allied Health Sciences is to prepare students to assume service leadership roles in the health professions as practitioners and administrators; provide quality clinical services to the community; and advance, disseminate, and apply research in clinical practice management, health, and the rehabilitation sciences. CAHS strives to create an environment that fosters evidence-based and innovative thinking to best serve the healthcare needs of eastern North Carolina and beyond.

<https://cahs.ecu.edu/wp-content/pv-uploads/sites/126/2021/01/CAHS-Unit-Strategic-Plan.pdf>

PHYSICIAN ASSISTANT PROGRAM STATEMENTS

Mission Statement

The mission of the Department of Physician Assistant Studies is to provide educational experiences which prepare physician assistant graduates to enhance access to primary medical care, with a hope to increase care for the citizens of rural and medically underserved Eastern North Carolina and beyond. We seek to achieve this mission in an educational community where faculty, staff, clinical instructors, students, and other health care providers work together in an atmosphere of mutual respect, cooperation, compassion, and commitment.

Vision Statement

The vision of the Department of Physician Assistant Studies is to offer our students educational and experiential opportunities that will allow them to exceed national standards of medical competence as graduates. Our students will develop the professional discernment and understanding needed to facilitate their ability to merge technology and compassionate care throughout their careers as physician assistants.

Educational Philosophy Statement

We are dedicated to providing the highest quality education and instruction possible by immersing faculty and students in an environment that cultivates a sense of academic, professional, and service excellence. We respond to suggestions for modification and enrichment of the program from all who participate in the educational process because we view learning as a reciprocal and collegial interaction.

PROGRAM GOALS

1. Educate physician assistants who possess the appropriate knowledge and skills to succeed in clinical practice.
2. Educate physician assistants that are prepared to enter professional PA practice.
3. Educate diverse cohorts of physician assistants from underrepresented groups in medicine.
4. Educate physician assistants primarily from North Carolina who have a desire to practice in and serve the communities of North Carolina.
5. Educate physician assistants who desire to improve access to primary care through service and dedication to the communities of rural and/or medically underserved eastern North Carolina.
6. Educate physician assistants called to serve in primary care specialties fulfilling the general medical needs of those patient populations (family medicine, general internal medicine, general pediatrics, general obstetrics, and gynecology).

PROGRAM COMPETENCIES

Medical Knowledge (K)

1. Graduates will demonstrate knowledge of established and evolving medical science to include instruction in basic sciences and clinical medicine covering all organ systems.
2. Graduates will apply evidence-based medical knowledge to provide patient-centered care that is compassionate and appropriate for the treatment of health and behavioral problems and the promotion of health.

Clinical Reasoning and Problem Solving (CR/PS)

3. Graduates will be able to develop a plan to manage acute and chronic conditions considering the resources available and the values and ethics of the patient, including cultural sensitivity, disability status, and social determinants of health.

Clinical and Technical Skills (CTS)

4. Graduates should be able to perform clinical and technical skills to provide adequate patient care across the lifespan, including prenatal, infant, children, adolescents, adults, and the elderly.
 - Elicit an appropriate medical history and perform the associated physical examination
 - Formulate and prioritize a differential diagnosis based on the clinical presentation
 - Select and interpret common diagnostic studies based on the clinical presentation
 - Generate a reasonable plan of patient management
 - Educate patients and families regarding options and care
 - Perform basic procedure skills for the practice of primary care

Interpersonal Skills (IPS)

5. Graduates will recognize the larger system of health care and demonstrate utilization of resources to provide optimal care by applying communication skills that result in effective collaboration with colleagues, patients, and families.
6. Graduates will demonstrate cultural sensitivity and consider the individual needs of patients when making treatment decisions.

Professional Behaviors (P)

7. Graduates will demonstrate knowledge of health systems science, to include the business of healthcare, patient safety, quality improvement, and risk management.
8. Graduates will demonstrate the ability to evaluate care provided to patients using principles of integrity, ethical decision making, the incorporation of scientific evidence. They will also improve patient care through habits of self-directed reflection, evaluation, and life-long learning (Evidence-based medicine, health systems science).
9. Graduates will demonstrate professional conduct, self-awareness, and resilience.

SECTION TWO

CURRICULUM

Master of Science in Physician Assistant Studies Curriculum

Didactic Curriculum

<u>Fall I (16 Weeks)</u>		<u>SCH*</u>
Clinical Gross Anatomy	PADP 6030	5
History and Physical Exam I	PADP 6200	2
Human Physiology	PADP 6040	4
Introduction to Clinical Medicine	PADP 6050	3
Pharm. and Pharmacotherapeutics I	PADP 6510	1
Principles of Professional Practice I	<u>PADP 6001</u>	<u>1</u>
	Total SCH	16
<u>Spring (16 Weeks)</u>		
Clinical Medicine I	PADP 6150	5
Diagnostic Methods I	PADP 6010	3
History and Physical Exam II	PADP 6210	3
Pharm. and Pharmacotherapeutics II	PADP 6520	3
Principles of Professional Practice II	<u>PADP 6002</u>	<u>2</u>
	Total SCH	16
<u>Summer (11 Weeks)</u>		
Clinical Medicine II	PADP 6250	4
Diagnostic Methods II	PADP 6020	3
History and Physical Exam III	PADP 6220	3
Pharm. and Pharmacotherapeutics III	PADP 6530	1
Principles of Professional Practice III	<u>PADP 6003</u>	<u>1</u>
	Total SCH	12
<u>Fall II (16 Weeks)</u>		
Behavioral Med. and Psychosocial Issues	PADP 6800	2
Introduction to Clinical Practice	PADP 6690	6
Surgery and EM Skills	PADP 6650	4
Evidenced Based Medicine	PADP 6640	2
Principles of Professional Practice IV	<u>PADP 6004</u>	<u>1</u>
	Total SCH	15
	Didactic Total	59

*SCH=Semester Credit Hour

Clinical Curriculum

Spring II, Summer II, Fall III

SCH

Behavioral Medicine Clinical Practicum	PADP 6310	4	4 weeks
Internal Medicine Clinical Practicum I	PADP 6335	4	4 weeks
Internal Medicine Clinical Practicum II	PADP 6336	4	4 weeks
Family Medicine Clinical Practicum I	PADP 6325	4	4 weeks
Family Medicine Clinical Practicum II	PADP 6326	4	4 weeks
General Surgery Clinical Practicum	PADP 6340	4	4 weeks
Emergency Medicine Clinical Practicum	PADP 6350	4	4 weeks
Pediatrics Clinical Practicum	PADP 6360	4	4 weeks
Women's Health Clinical Practicum	PADP 6370	4	4 weeks
Geriatrics Clinical Practicum	PADP 6380	4	4 weeks
International Medical Clinical Practicum ₁	PADP 6390	2	4 weeks
PA Studies Clinical Practicum ₁	PADP 6395	2	4 weeks
Bridges to Professional Practice I	PADP 6501	1	Spring II
Bridges to Professional Practice II	PADP 6502	1	Fall III
Total SCH		46	
Total Weeks			48
Total Program SCH		105	

1. *International Medical Clinical Practicum and Physician Assistant Studies Clinical Practicum are considered elective practicums. Students must complete two elective practicums during the clinical year, one of which may be an international medicine practicum. Students may not complete two international electives.*
2. *In the setting of COVID, international rotations are limited/unavailable due to CDC recommendations. Also, due to Covid, the program reserves the right to use one elective rotation for an evidence-based capstone.*

Course descriptions may be found in the online program brochure and in the Graduate School catalog: http://catalog.ecu.edu/preview_program.php?catoid=26&poid=6780&returnto=2330

PROGRAM CONTACT INFORMATION

East Carolina University
 College of Allied Health Sciences
 Dept. of Physician Assistant Studies
 4310 Health Sciences Building
 Mail Stop 668
 Greenville, NC 27858-4353
 Phone: 252-744-1100, 252-744-6271 (alternate)
 Fax: 252-744-1110

FACULTY/STAFF DIRECTORY

Audrey Eaves, MS, PA-C (Director of Admissions/Didactic Faculty)

Alan Gindoff, DHSc, PA-C (Chair, Program Director)

Tim Harrington, PhD, PA-C (Coordinator of Data Analysis/Didactic Faculty)

Cathy Holder, BA (Grants Program Coordinator)

Kelley Hulihan, MS, RPA-C (Co-Director of Clinical Education)

Renee Liang (Didactic Administrative Support Specialist)

Melissa Prado, MD (Medical Director)

Jordan Sturgill, MS, PA-C (Didactic Faculty)

Michael Schwartz, PharmD (Didactic Faculty/Adjunct BSOM Infectious Disease)

Tina Seemann, MHS, PA-C (Associate Director of Didactic Education)

Natalie Smith, MS, PA-C (Didactic Faculty)

Jane Trapp, MEd. PA-C (Director of Didactic Education)

Shawn Wagner, MBA, PA-C (Co-Director of Clinical Education)

TECHNICAL STANDARDS

A student admitted into the East Carolina Physician Assistant Program must meet basic and essential requirements that are necessary for securing employment and effectively serving as a physician assistant. The technical standards each student must master include cognitive, physical, and behavioral characteristics. Accommodations for persons with documented disabilities will be considered on an individual basis, but a candidate must be able to perform in an independent manner. All students must possess the intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and achieve the levels of competence required by the faculty. The following skills are required, with or without accommodation:

Critical Thinking. The ability to solve problems, a skill that is critical to the practice of medicine. This skill requires the intellectual abilities of measurement, calculation, reasoning, analysis, and synthesis.

Communication Skills. A candidate should be able to speak, hear, and observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. The candidate must be able to communicate effectively and efficiently in oral and written forms.

Visual Ability. Candidates must be able to observe a patient accurately, both at a distance and close at hand. This ability requires the functional use of vision.

Hearing and Tactile Abilities. Candidates should have sufficient motor and auditory function to elicit information from patients by palpation, auscultation, percussion, and performance of other diagnostic techniques.

Mobility and Fine Motor Skills. A candidate should be able to execute movements reasonably required to move from area to area, maneuver in confined spaces, calibrate and use large and small equipment, position and move patients, and provide patients with general care and emergency treatment.

Interpersonal Abilities. A candidate for the PA program must possess the emotional health required for full utilization of their intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities required for the diagnosis and care of patients; and the development of mature, sensitive, and effective relationships with patients, families, and colleagues.

Resilience. PA program candidates should be able to cope despite setbacks, barriers, or limited resources. Candidates should also be able to use self-reflection, observation, and feedback to adapt to changing academic and clinical situations.

Demands and Performance Requirements

Outlined below are examples of the demands and performance requirements expected of the ECU PA student, with or without accommodation.

Mental Demands:

The ECU PA student must possess the ability to:

1. Process, retain, comprehend, integrate, analyze, synthesize, and apply a large volume of data related to the art and science of medicine, including legal, ethical, and moral concepts.
2. Be present during long hours in the following settings: classrooms, laboratories, clinical, and self-directed study situations and environments.
3. Respond appropriately and in a timely manner (if applicable) to feedback and provide feedback for others.
4. Effectively communicate through written and verbal communication.
5. Participate in educational activities that include examinations, demonstrations, simulations, presentations, written communication skills development, and frequent and exacting evaluations.
6. Demonstrate the ability to gather patient data, perform a physical examination, conduct patient assessment and evaluation, formulate a treatment plan, and perform patient education.
7. Demonstrate resiliency, adaptability, and flexibility.

Physical Demands:

The ECU PA student must possess:

1. Full range and control of body motion, including assisting patient movement, manual and finger dexterity, and hand-eye coordination.
2. Adequate visual and hearing sensory ability to function as a student while in school and provide medical care to patients as a graduate.
3. Physical capacity to stand and walk for extended hospital and clinic visits and during frequent and prolonged patient and professional interactions.
4. Physical capacity to sit for long periods during classroom and laboratory experiences.
5. Capability to work in physically and mentally stressful situations with long and irregular hours and with exposure to communicable diseases and body fluids.
6. The ability to be present for long hours in the following settings: classrooms, laboratories, clinical, and self-directed study situations and environments.

Working Conditions:

The ECU PA student must be able to:

8. Work in clinical and classroom environments with possible exposure to communicable diseases, toxic substances, ionizing radiation, medicinal preparations, hostile individuals, and other conditions common to medical and surgical environments.
9. Interact with a diverse patient population of all ages with a range of acute and chronic medical and surgical conditions.

ASSISTANCE FOR INDIVIDUALS WITH DISABILITIES

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). The Department for Disability Support Services (DSS) is responsible for ensuring that individuals with disabilities have access to reasonable accommodations and services. Registration with DSS is required if the individual wishes to access reasonable accommodations.

East Carolina University Department for Disability Support Services (DSS)

<http://www.ecu.edu/cs-admin/accessibility/>

Main Office
138 Slay Hall
(252) 737-1016
dssdept@ecu.edu

Monday through Friday
8:00 AM through 5:00 PM

Stephen Gray
Director of Student Services

(252) 737-1016
grays@ecu.edu

It is the standard operating procedure of East Carolina University College of Allied Health Sciences to conduct educational programming in a place and manner accessible to individuals with disabilities, and to make reasonable modifications and accommodations necessary to achieve this purpose in compliance with Americans with Disabilities standards.

Requesting ADA accommodations:

A student must apply and be accepted for admission to East Carolina University through regular admissions standard operating procedures in the Graduate School.

- a) Students requesting accommodations based on a disability must comply with the policies of the Department for Disability Support Services (DSS).
- b) The student must complete and return an Application and Accommodations form to the East Carolina University Disability Support Services.
- c) The student must submit enough evidence of a physical or mental impairment which substantially limits one or more major life activities, as defined by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990.
- d) During the **first week of every term enrolled** (or as soon as an accommodation letter is available), it is the students' responsibility to pick up copies of their accommodation letter. This letter is to be hand-delivered by the student to their instructors as it notifies the instructor of the individuals' approved accommodations.

STUDENT GRIEVANCES AND VIOLATIONS OF THE CODE OF CONDUCT

Grievance by University Employee

A grievance against a university official arises when a student believes he or she has been subjected to inappropriate behavior by a department or university representative (faculty or staff) acting within their role and duty.

A grievance of personal misconduct by a faculty member or other university employee arises when a student believes he or she is the subject of inappropriate behavior outside of the employee's role and duties within the University.

Any student who wishes to learn more about the University's Grievance policy or file a report should visit the following website: <https://deanofstudents.ecu.edu/home/complaints-grievances/>

Violations of the Student Code of Conduct

The Office of Student Rights and Responsibilities ("OSRR") administers the Student Conduct Process. Any student who wishes to learn more about violations of the Code of Conduct or file a report should visit the following website: <https://cm.maxient.com/reportingform.php?EastCarolinaUniv>

SECTION THREE

EAST CAROLINA UNIVERSITY GRADUATE SCHOOL STANDARD OPERATING PROCEDURES

Fair Practices: All aspects of ECU and PADP are accurately reflected in brochures, bulletins, catalogs, handbooks, manuals, other forms of information, and advertising published by or endorsed by ECU and PADP. East Carolina University is committed to equality of opportunity and does not discriminate against applicants, students, or employees based on race, religion, color, creed, national origin, gender, age, sexual orientation, or disability. All standard operating procedures concerning equal opportunity/affirmative action, sexual harassment, discrimination, and conflicts of interest are found in:

The ECU Student Code of Conduct: <https://www.ecu.edu/PRR/11/30/01/>

2022-2023 Graduate Catalog site: <http://catalog.ecu.edu/index.php>

ECU Graduate School Homepage: <http://www.ecu.edu/gradschool>

ECU Graduate School Academic Regulations:

<http://catalog.ecu.edu/content.php?catoid=26&navoid=2317>

You are responsible for the following ECU and Graduate School standard operating procedures. Information for each of the following topics can be found by clicking on the links below:

The Office for Equity and Diversity- [concerns regarding sexual orientation, race/ethnicity, age, sex, gender identity, color, veteran status, genetic information, political affiliation, national origin, and religion.](#)

Readmission and Withdraw:

http://catalog.ecu.edu/content.php?catoid=26&navoid=2317#Withdrawal_and_Readmission

Refund Standard Operating Procedure: <https://financialservices.ecu.edu/refund-and-withdrawal-policy/>

Graduate School Policy on: Probation and Termination Policy, Grading System, Appeals Procedure:

http://catalog.ecu.edu/content.php?catoid=26&navoid=2317#Probation_and_Termination_Policy

[Academic Integrity](#) (Section II p. 2)

[Improper Relationships between Students and Employees](#) (Section III p.2)

Students have certain rights under the Family Educational Rights and Privacy Act (FERPA). ECU's annual notification appears in the Graduate Catalog. Please become familiar with these rights. <http://www.ed.gov/policy/gen/guid/fpco/brochures/postsec.html>

Registration at ECU implies the student's acceptance of the published academic regulations and all other rules found in any official publication or announcement. It is important to note that these regulations stipulate that software piracy and copyright violations are not tolerated and will result in adverse actions up to and including dismissal from the program and the University.

EAST CAROLINA UNIVERSITY PHYSICIAN ASSISTANT PROGRAM GENERAL INFORMATION

Academic Support and Counseling Centers

[ECU Center for Counseling & Student Development](#)

The ECU Counseling Center (137 Umstead Hall, 252-328-6661) provides academic, personal, and vocational counseling services to all ECU students. Physician assistant students have access to various resources, including but not limited to: in-person counseling, teletherapy, useful links to screenings, web sites, readings, videos, podcasts, and apps for self-help. This Center will also evaluate a student's study habits and offer suggestions to improve study skills. Urgent Support & Crisis Services are available 24/7 at 252-328-6661. Additional 24/7 resources are available through their webpage. <https://counselingcenter.ecu.edu/crisis/>

The Navigate Counseling Clinic

The Navigate Counseling Clinic (4410 Health Sciences Building, 252-744-032) provides services designed to help students: identify challenges, cope with stress, improve interpersonal skills and relationships, access career path education, improve confidence and self-esteem, improve assertiveness, and assess and address the impact of alcohol or drugs. Contact Navigate at 252-744-0328 or via their webpage <https://dars.ecu.edu/navigate/contact-us/>

Academic Resources

Pirate Techs Student Computer Support

<http://www.ecu.edu/cs-itcs/ace/>

All students who enter the program are required to have laptop computers. Enrolled students who need help with their personal computers can call or visit the nearest Pirate Techs location for free support. Walk-ins are welcome. Pirate Techs can assist students with computer support as well as purchase requirements. ECU provides Microsoft software and Symantec End Point antivirus as a free download to enrolled students.

Phone: 252-328-9866

Walk-in Office: Laupus Library Room 1500

Monday – Thursday 7:30 am – 8:00 pm

Friday 8:00 am – 5:00 pm

Weekends 10:00 am – 5:00 pm

IT Help Desk 252-328-9866

Address/Telephone Changes

It is the responsibility of each student to maintain a current local address, telephone number, and assigned **East Carolina email address** with the PA Program, the College of Allied Health Sciences, and the Office of Admissions and Student Affairs. Please notify the program immediately if changes occur in any of the following:

- Legal name
- Home address
- Cell phone number
- Person to contact in case of emergency
- Medical insurance information

Students should provide the Registrar's office with the address of choice to receive notice of grades, semester bills, and all other correspondence sent by this office and the Cashier's office. A change of name and/or address change form is available at <https://registrar.ecu.edu/wp-content/uploads/sites/166/2018/01/How-to-update-your-permanent-home-address-cs.pdf>

PADP will not be held responsible for consequences incurred due to address changes that are not reported.

Email access and monitoring

Due to most university communications occurring via email, students are expected to check their ECU email addresses **at least** once every 24 hours Monday-Friday.

BLS/ACLS Certification

The Physician Assistant Program mandates that all students be certified in Basic Life Support. Recertification **must** be maintained throughout the complete course of the Program. All students are required to provide the Program with a copy of the Basic Life Support (BLS) card upon enrollment and all recertification paperwork as applicable. Only American Heart Association for Healthcare Providers will be accepted. ACLS certification is a requirement for completion of PADP 6650 Surgery and Emergency Skills.

University Property

A signed waiver will be required for any ECU property issued or borrowed and must be returned at the request of the program. You are responsible for paying for any lost or damaged items.

HIPAA and Occupational Safety and Health Administration (OSHA) Precautions

Students are required to successfully complete the initial training for Health Insurance Portability and Accountability Act (HIPAA) and Occupational Safety and Health Administration (OSHA) Precautions during the first didactic semester. Students must also repeat and successfully complete this training annually. The training is free of charge. It is the students' responsibility to print and maintain a hard copy of the completion certificate and provide the program with a copy. Be advised that students will not begin supervised clinical practicum experiences without timely and appropriate documentation of these trainings.

Working in a clinical setting can expose the student to a wide variety of health risks and infectious disease. Health care professionals and students can also act as vectors carrying infectious illnesses to patients who are already ill and sometimes immune-compromised. Safety of the student, patients, and other health care providers is critical to the health and well-being of all. Health care practitioners can reasonably anticipate that they will have contact with blood and/or other potentially infectious materials. Thus, the requirement that all students will complete OSHA training and must be compliant with OSHA and universal precaution requirements including the use of gloves, care of sharp objects, use of eyewear, protective clothing, and other precautionary measures.

Failure to complete, update and maintain these training as required will result in the student not starting a rotation or immediate removal from the scheduled rotation site. Noncompliance may result in additional clinical time required to make up missed time and may delay graduation.

Needle Stick/Bodily Fluids Exposures

If an exposure occurs during the didactic year, the student should instantly clean the affected area and immediately report the exposure to the faculty member instructing the lab/activity.

If an exposure occurs during the clinical year, the supervising physician or supervisor must be notified **IMMEDIATELY**. Students must also notify the Director of Clinical Education/Clinical Coordinator within 2 hours of the exposure.

Prompt initiation of Post-Exposure Prophylaxis (PEP) in high-risk exposures is critical for averting HIV infection.

All expenses for care and potential treatment are the responsibility of the student. **Clinical sites are under no obligation to provide the student with free medical care.** For more information, please see the BLOODBORNE PATHOGEN EXPOSURE CONTROL PLAN on page 52 of this handbook.

Health Screening Requirements – Immunization

Health Screening is required for enrollment and students can complete this task at <https://ecu.mediatconnect.com/>

ECU immunization requirements can be found at <https://studenthealth.ecu.edu/enrollment-requirements/>. In addition to the ECU-required vaccines, all students wishing to enroll in the PA program must also have the following per CDC guidelines for healthcare providers.

1. Tetanus (Td or Tdap) (within last 10 years)
2. Hepatitis B Series OR Hepatitis A/B series **AND** Proof of Quantitative Hepatitis B Titer
3. Qualitative Varicella Titer
4. MMR (Measles, Mumps and Rubella) 2 doses and Qualitative titer of immunization
5. Date of completion of primary tetanus series, (DPT, DPT, DTaP or Tdap)
6. Date of completion of polio series
7. PPD (Tuberculosis skin test): Initial test must be 2 step PPD and each following PPD annually with the most recently completed within the previous 6 months of 1st day of class. The program also accepts the QuantiFERON Gold TB blood test.
8. Influenza – each fall
9. The meningococcal vaccine is strongly recommended. Students must submit a waiver included in the admission process if they do not wish to get the meningococcal vaccine.
10. Covid vaccination is strongly recommended and our best weapon against the virus. The CDC has determined that the Covid vaccine is safe and highly effective for mitigating death and hospitalization against all known variants.

Students who are in good academic standing but not vaccinated for Covid should consider a contingency that involves reenrolling into the PA program and restarting their education with a future cohort should they require extended leave due to illness. Also due to clinical site requirements, unvaccinated students are subject to delayed program completion.

PADP must have documentation of completion of all immunizations and titers no later than August 1st, prior to the fall semester of matriculation. Failure to meet this deadline may result in the applicant's removal from the Program and an alternate to be selected. Physician assistant students

must have a current PPD or chest x-ray and always remain in full compliance with the PADP immunization standard operating procedure. A copy of immunization records for students will be stored in the CastleBranch (www.CastleBranch.com) database. It is the responsibility of the student to keep their immunization record up to date; failure to do so may result in delayed graduation.

For students completing a supervised clinical practicum experience in a country other than the United States, all immunizations as recommended for that specific country by the Center for Disease Control and Prevention (CDC) must be obtained prior to leaving for the practicum. A list of immunizations recommended by the CDC can be found on the CDC travel website <http://wwwnc.cdc.gov/travel>. Documentation must be provided to the clinical coordinator prior to leaving for the practicum. A failure to provide required documentation will result in a cancellation of the practicum.

Health Insurance and Health Care

Students are required to maintain personal health insurance throughout the Physician Assistant Program. Documentation of insurance coverage must be submitted to the program at the beginning of the professional phase of the program. Documentation must be current; therefore, any changes in insurance coverage must be submitted to the Program immediately. Personal health insurance may be obtained through the university at: <https://studenthealth.ecu.edu/ship/>

Students are eligible for health care by appointment or on an urgent care basis at ECU Student Health Services as a part of their general university fees. The costs of services of off-campus providers and at agencies other than Student Health Services are not included in the ECU health fee. A medical record is maintained by Student Health Services for each student. Medical records are available only to the professional staff of Student Health Services and are considered confidential and privileged. Records are retained five years after the student leaves the university and subsequently are destroyed. PA Department faculty do not and by accreditation standards, cannot provide health care, including immunizations, to PA students.

For students completing a second-year practicum in a country other than the United States, additional international health insurance and evacuation insurance must be obtained prior to leaving for the clerkship. This insurance can be obtained through the ECU Office of Global Affairs (International Insurance). This is a requirement of East Carolina University and failure to comply will result in a cancellation of the clerkship and possible dismissal from the university.

Criminal Background Checks and Drug Screening

Due to federal, state, and local institutional regulations, the CAHS has established a standard operating procedure regarding criminal background checks and drug screening. This standard operating procedure is included in this handbook as a signature attachment (see page 64). Students are responsible for paying the cost of criminal background checks and drug screening which is done through CastleBranch. Students are also responsible for being knowledgeable about the content of this standard operating procedure and for any expenses incurred. This information was provided upon acceptance to the program and must have been completed prior to orientation. If you have any questions regarding CastleBranch, please contact Mrs. Renee Liang at liangm21@ecu.edu

Financial Aid

Financial aid information can be obtained by contacting the East Carolina University Office of Financial Aid at (252) 328-6610 or <http://www.ecu.edu/financial/>. A general information brochure

is available in the Financial Aid Office. For questions not answered by online or automated services, PA students can email Ms. Deana Summerlin (summerlind@ecu.edu).

Students are encouraged to obtain financial aid, if needed, rather than seek employment during their professional education.

Should a student require supplementary financial aid in addition to what they have been allotted due to expenses related to their education including, but not limited to, housing and transportation, additional funds may be requested by contacting Ms. Deana Summerlin.

Library Resources

Joyner Library

The main (east) campus library at ECU is Joyner Library. This facility contains over one million bound volumes, more than one million pieces of microfilm, and 5,668 serial titles. Access to information resources is provided by CD-ROM and on-line services located in the reference department, and the newspaper files on microfilm are extensive and serve as an important library resource.

Laupus Health Sciences Library

The Laupus Health Sciences library provides health sciences information, resources, and services for eastern North Carolina with a primary focus on colleges and schools within the Division of Health Sciences. It serves as the primary information resource facility for the university's health sciences programs, and supports the clinical, research, and instructional activities of the College of Allied Health Sciences, College of Nursing, the Brody School of Medicine, and the School of Dental Medicine. Several medical texts used in the didactic phase of the ECU PA Program are available through the Laupus Library at no additional costs to the student. In addition to online (free) texts, Laupus Library also offers an “ask a librarian” live-chat service and offers study space available by reservation for groups.

For hours of operation - <https://lib.ecu.edu/hours/laupus>

The ECU Laupus Library offers expansive resources to assist with searching evidenced-based databases, writing, literature reviews, and searching techniques and assistance through medical campus librarians. Information specifically directed for PA students can be found at:

<https://libguides.ecu.edu/physicianassistant>

The Liaison Librarian for the PA program is Jamie Bloss, MLIS, AHIP (blossj19@ecu.edu). Feel free to contact her if you have questions related to the Health Sciences Library.

Professional Liability

Professional liability is provided for all students while enrolled in the Program by the office of the Dean of Allied Health Sciences.

Registration

The Office of the Registrar notifies students as to the time of registration. Tuition and fees are paid at the time of registration. For further information concerning registration standard operating procedures, contact the Registrar's office at 252-328-6747. Further information can be obtained at:

<http://www.ecu.edu/registrar/>

Scholarships

Scholarship information is available through the Office of Financial Aid at 252-328-6610. Further information about PA program-specific scholarships can be obtained at:

<https://ecu.academicworks.com/>

The Dr. Dale Newton Scholarship - <https://ecu.academicworks.com/opportunities/3908>

The Louise O. Burevitch Scholarship in Physician Assistant Studies -

<https://ecu.academicworks.com/opportunities/22910>

CAHS-specific scholarships

<https://ecu.academicworks.com/opportunities?utf8=%E2%9C%93&term=allied+health&commit=Search>

Student Society

All students are considered members of the ECU PA Program Student Society (ECUPASS). The faculty encourages each student to become an active student member of both the American Academy of Physician Assistants ([AAPA](#)) and the North Carolina Academy of Physician Assistants ([NCAPA](#))

Tuition and Fees

Tuition rates are reviewed and set annually by the North Carolina legislature. The university's Board of Trustees approves fees with final approval pending the Board of Governors of the Greater University of North Carolina System review. Figures are based on **approved** rates for each year.

Information on current tuition and fees may be obtained through the Cashier's Office at:

http://www.ecu.edu/cs-admin/financial_serv/cashier/tufee.cfm.

Students will also find estimated tuition and fees related to the PA program at:

<https://pa.ecu.edu/cost-tuition/>

If you are unsure about your NC residency status visit this webpage:

<https://ncresidency.cfnc.org/residencyInfo/>

Refund and Withdrawal Policy

A student who officially withdraws from the East Carolina University College of Health Sciences during an academic year may be entitled to a refund of tuition and fees in proportion to the length of time between the first-class day of each semester and the date of official withdrawal in accordance with the published schedule. Further information can be obtained through the Cashier's Office at: <https://financialservices.ecu.edu/refund-and-withdrawal-policy/>

Attendance and Tardiness

Students are expected to be available for program-related events between **8:00 AM to 5:00 PM** Monday through Friday, even if there are no regularly scheduled classes. Students are also required to attend all classes scheduled after 5 PM should the need arise. Regular and prompt attendance at classes, laboratory sessions, scheduled conferences with faculty or advisors, and supervised clinical practicum experiences is expected of all students unless otherwise noted. A tremendous amount of didactic material is covered in each scheduled class. Due to the sequential and experiential nature of the curriculum, knowledge gained in every class is vital for subsequent learning. Commitment to

professional education implies each student's commitment to punctual and regular class and rotation attendance. In the event of an absence, students *are required* to notify the course director(s) by writing (email) in advance or as soon as possible if an emergent situation precludes informing in advance. All missed assignments must be made up as determined by the course director(s). Students are responsible for reading each syllabus and understanding the course-specific attendance requirements. During the clinical year of training, students are also responsible for reading and understanding the attendance standard operating procedure as stated in the Supervised Clinical Practicum Experience (SCPE) Manual.

Should the curriculum be delivered in a virtual format, any required attendance at live learning sessions will be communicated to students via the syllabus and/or announcements via email or Canvas.

The following includes (but is not limited to) examples for an excused absence:

- a) A personal illness (a signed note from a health care provider may be required).
- b) Illness of a first-degree relative (a signed note from a health care provider may be required).
- c) Death in the immediate family (documentation by a signed note or obituary notice may be required).
- d) Military deployment or call to active duty in times of a national disaster or declared emergency.
- e) Jury Duty (official notification may be required)

Frequent tardiness or absenteeism is unprofessional. This behavior is unacceptable and could result in probation for unprofessional behavior. Persistent tardiness or absenteeism while on probation for unprofessional behavior will be considered grounds for dismissal.

For any absence greater than five business days in any given semester, the student should contact their faculty advisor promptly.

In cases where an absence of more than five days is related to a University excused absence (such as but not limited to court subpoena, death of an immediate family member, extreme personal emergency, hospitalization, military service, religious accommodation, short-term illness or other medical conditions/events, disability, pregnancy and parenting) students should keep in close contact with their faculty advisor and contact the [Office of the Dean of Students website](#) to schedule an appointment in order to obtain an excused absence. Due to accreditation standards, students who miss more than 5 days of class are subject to an SPC meeting (in most cases) and those missing significant educational time (as determined by the SPC) may be required to restart the PA program regardless of Dean of Students determinations.

Program Academic Advising

At the beginning of the program, each student will be assigned an academic advisor. It is each student's responsibility to email his or her academic advisor no later than midterm of each fall and spring semester during the didactic curriculum to set up a mid-term meeting. Documentation of the encounter must be placed into the student's file in the "Didactic" folder within one week of the

encounter. Additional meetings with a student's academic advisor or other faculty member will be scheduled on an as-needed basis.

Grading

All courses presented in the didactic and clinical phases of the professional curriculum of the ECU PA Program will be subject to the following grading scale:

A = 90-100%

B = 80-89%

C = 70-79%

F = 69% or Below

For the duration of any semester, all numerical grades earned by a student for any course requirements such as tests, quizzes, assignments, or final exams will be recorded in Canvas. Final grades will be rounded to the nearest hundredths (ex. 87.589 will be rounded to 87.59, 89.457 will be rounded to 89.46). If questions are discarded from an exam, a quiz, or a final, the number of discarded questions (whether answered correctly or incorrectly by a student) will be deducted from the total number of questions given; that number will become the denominator of the ratio for the grade. The numerator of the ratio will be the number of correct answers for the questions excluding the discarded questions (whether answered correctly or incorrectly by a student). The ratio of the two figures will be the student's numerical grade.

Incomplete Grade

The grade of "I" may be given for one of two reasons. The first occurs when the course has not been completed (example: a clinical course still in progress at the end of a semester). These grades will be resolved within one semester in most cases. Otherwise, the grade of "I" may be given for a deficiency in the quantity of work done in a course, as opposed to quality of work done in a course. In this case, a grade of "I" may only be awarded in extenuating circumstances. A student must have completed a substantial proportion of the course work and be passing the class. The grade is considered temporary. "I" grades must be resolved within one calendar year, or a grade of "F" will be automatically assigned; instructors have the prerogative to require a shorter period of time to complete the remaining requirements. No student will be allowed to graduate with an incomplete on his or her record. No exceptions to this policy will be granted.

Student Records

PA students will be able to view their test scores, assignments, and course grades on Canvas for each course in which they are registered for that semester. Canvas only allows access for students to see their own scores.

Records for each student enrolled in the ECU PA Program will be retained by the Department for five years after graduation. The ECU Registrar permanently retains student transcripts. Student files are locked in secured areas or stored in password-protected applications meeting ECU's regulatory requirements. Only faculty, staff, and ancillary support personnel who have met regulatory requirements have access to student files.

Student Identification

ECU PA students will be clearly identified to distinguish them from physicians, medical students, and other health professions' students and graduates. Physician assistant students will wear short, white student coats with a name tag attached above the left breast pocket. The name tag will clearly state the student's name followed by "PA-S" with an underlying title of "Physician Assistant Student." There will be no other identifying names or titles. Pertinent hospital or clinic name tags may be necessary. Students will be required to sew onto the left breast pocket of their white laboratory coat an ECU PA Program cloth patch and may embroider their name and PA-S designation on their jacket and/or scrubs.

Appearance and Dress

During the didactic year, students will spend most of their time in a classroom or laboratory environment with some limited patient contact. Members of the faculty have the authority and responsibility to maintain professional standards of student dress and grooming within classrooms, practicum sites, offices, and other areas of public presentations. The program recommends that students wear **navy scrubs** as specified during the orientation process. Extremely casual or bizarre attire as determined by the faculty should be avoided. Well-groomed hair and beards are acceptable during pre-clinical training (didactic phase). Dress code for routine classroom lectures during the didactic component of the Professional Phase of the PA Program is mainly **navy scrubs**. Students may also wear jeans, dress pants, shorts of modest length, skirts, shirts, sweaters, etc. No low-cut or revealing tops, clothes that expose undergarments, halter tops, bikini tops or bottoms are allowed in the classroom, clinics, or hospitals. No caps or hats will be worn in the classrooms or professional sites.

Professional attire, as outlined below, is required for special guest presentations, seminars, patient interviews, simulated patient encounters (OSCE/CSE), or any clinical or classroom-related coursework off campus. As healthcare professionals, students should understand the importance of being neatly dressed and well-groomed. There will be no chewing gum or tobacco products in the professional setting.

In all portions of training with patient contact or in a health care setting, the following dress code will apply:

1. Women: Should wear a dress, skirt, or pants with a shirt and short, white student jacket. No low-cut or revealing tops, clothes that expose undergarments, halter tops, or bikini tops or bottoms are allowed in the classroom, clinics, hospitals, or labs. The jacket must have the cloth ECU PA Program emblem sewn onto the left breast pocket of the white laboratory coat and the student's name tag clearly visible and labeled "Physician Assistant Student." Pertinent hospital (or clinic) ID may be required. Students should also wear closed-toe and closed-heel shoes while in the hospital/clinic setting. Exposed body piercings other than in the ear lobes are not allowed. Body art, including tattoos, must be covered. Fingernails must be clean and trimmed so as not to extend past the tip of the finger. Only clear nail polish is acceptable, and acrylic nails are not allowed.
2. Men: Should wear dress pants with a dress shirt and a short, white student jacket. No low-cut or revealing tops, clothes that expose undergarments, are allowed in the classroom, clinics, hospitals, or labs. The jacket must have the cloth ECU PA Program emblem sewn onto the left breast pocket of the white laboratory coat and the student's name tag clearly visible and labeled, "Physician Assistant Student." Pertinent hospital (or clinic) ID may be required. Students must also wear closed-toe and

closed-heel shoes while in the hospital/clinic setting and students must wear socks. Exposed body piercings other than in the ear lobes are not allowed, and only ear posts are acceptable. Body art, including tattoos, must be covered. Fingernails must be clean and trimmed so as not to extend past the tip of the finger. Only clear nail polish is acceptable and acrylic nails are not allowed.

3. There are several departments and/or clinical practice sites which may prohibit facial hair. Some departments of surgery and/or surgical practices, for example, stipulate that facial hair is not allowed in the operating rooms and that all exposed hair must be kept trimmed. Male students should be prepared to shave prior to entering any clinical surgical practicums. Fingernail polish is also unacceptable. The wearing of jewelry, perfume, and cologne is prohibited.

4. Any time surgical scrubs are required in a professional setting, they must be a navy blue, matching set. They must be clean and in good condition. Students may embroider their scrubs with their name, PA Student, and ECU PA Program. When on supervised clinical practicum experiences, separate institutions may have their own standard operating procedures regarding scrubs which the student will follow.

5. Appropriate attire in the physical examination lab will be: (a) Men – tee shirts, shorts, or swimming trunks (not briefs) and (b) Women – sport bras or tank tops and shorts. Please refrain from wearing bikini tops or bottoms. Any exceptions will be noted by the course director.

Professional Behavior

ECU PA Professionalism Core Values Statement: Professionalism is a chosen attitude or mindset that includes maturity and self-management, learned skills, and demonstrable behaviors. Professionalism can be modeled, developed, and emulated.

As students enter the ECU PA Program, they are expected to develop behaviors and habits expected of a professional physician assistant. The Professional Progress Policy and the Code of Conduct/Professional Promise is explained in Section Four of this handbook. These define program expectations of student behavior and conduct. A link to additional important information on professionalism from the American Academy of Physician Assistants Guidelines for Ethical Conduct for the PA Profession can be found at <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>. This document is designed to promote and maintain the high standards of behavior for physician assistants.

Students are expected to demonstrate conduct and behaviors appropriate for a healthcare professional. Thus, students are expected to adhere to the ECU Student Code of Conduct, available at: <https://osrr.ecu.edu/policies-procedures/>

To facilitate the development of professional behavior as defined in the Professional Progress Policy, which is discussed in Section Four of this handbook, the PADP faculty will not only be evaluating the students' academic achievements during the program but will also be evaluating students' professional behavior. Upon entering the ECU PA Program, applicants become professional graduate students. It will be their responsibility to develop professional attitudes and clinical judgment. The faculty and staff are completely committed to supporting the students in their academic and clinical endeavors and are available to help students in their commitment to furthering their education. Students must adhere to all patient confidentiality standard operating procedures addressed in HIPAA.

During class or lab activities, cell phones may not be carried. ***All phones must be left in backpacks during class or laboratory sessions.*** At no time will students engage in telephone calls, emailing, texting, or any other social media exchange while in a classroom or laboratory activity.

Under no circumstances should the following occur in the classroom or lab: dishonesty, disruption of class activities, expression of derogatory or disrespectful comments, inappropriate/unprofessional/undiplomatic confrontations, or an outburst of temper. Such behavior will be immediately referred to the student's advisor and/or SPC Committee.

Guests, including family, will not be allowed in classrooms, labs, or at clinical sites without prior permission of the course director. Students cannot ask or expect any member of the PA Program to monitor his/her child(ren).

Salutation Policy

In all professional settings, PA program faculty and staff are to be addressed by their appropriate professional titles (Dr., Professor, Ms., or Mr., as indicated by each faculty).

SECTION FOUR

PA PROGRAM ACADEMIC STANDARDS AND OPERATING PROCEDURES

The didactic and experiential content in PA education can be very sensitive, personal, and sometimes disturbing in nature. Students are reminded that the purpose of the PA Program professional curriculum is to prepare individuals to provide physician-supervised, primary health care to all persons in all environments without regard to the student's personal beliefs and biases.

In addition to the general academic regulations policies and procedures as stated in the East Carolina University Graduate Catalog (<http://www.ecu.edu/gradschool/>), the following standard operating procedures pertain to all required courses taken by students enrolled in the ECU Physician Assistant Program.

COVID RELATED POLICIES

Face coverings are optional in campus indoor settings, including classrooms. Some spaces and situations remain subject to mandatory face coverings and other PPE requirements due to state or federal regulations, for example, clinical and health care locations and some research laboratories.

Vaccinations and boosters are strongly encouraged as the best defense against severe illness.

Students will continue to have access to free COVID-19 testing on campus through [Student Health Services](#).

Students needing a COVID test due to symptoms, or those without symptoms who need a test for travel, work, exposures, etc., should call our COVID task force at (252) 328-6841, option 0, during our regular business hours for guidance.

COVID-19 vaccines (Johnson & Johnson/Moderna/ Pfizer) are available to currently enrolled ECU students by appointment at the Main Campus Student Health Center. To schedule a COVID-19 vaccination appointment, please call 252-328-6841 during business hours.

Information regarding criteria for booster shots can be found on the [CDC website](#), and Student Health Services will continue to monitor and update their procedures as needed based on current guidelines.

Symptoms and Exposure

When sick, stay home from class. Before coming to work or class, self-assess your health for these [symptoms identified by the CDC](#). If you have symptoms, do not attend class, and contact your medical provider. Students should fill out the [COVID-19 Self Reporting Form](#) in Pirate Port and notify their instructors.

Follow all directions given by university officials and public health authorities. This includes directions related to testing, contact tracing, and adhering to isolation and quarantine requirements if you have been diagnosed with COVID-19, have possible COVID-19 symptoms, or have been deemed a close contact of someone diagnosed with COVID-19.

ECU is following [Centers for Disease Control and Prevention guidance for COVID-19](#) isolation and quarantine. The university has a Guidance for [Quarantine and Isolation flowchart](#) to help answer questions.

Gatherings and Hygiene

Practice good hand hygiene. Wash hands frequently, for 20 seconds at a time. If soap and water are not readily available, use alcohol-based sanitizer containing at least 60% alcohol. Follow signage or requirements when directed, including signage directing traffic flow through building entrances, exits, elevators, and other common areas to reduce density. Individual activities and facilities may have more specific requirements based on the unique risks presented.

Pirates Protect Pirates

These community expectations and all other rules, practices and guidelines ECU has implemented to reduce the risk of COVID-19 are supplemental and in addition to university policies, regulations, and rules already in place.

Failure to follow these community expectations or any other university policy or guidance related to COVID-19 health and safety, on or off campus, may lead to administrative and/or disciplinary action. Violations of state or local laws, ordinances or executive orders are also subject to criminal citations or penalties. See the Office of [Student Rights and Responsibilities COVID-19 webpage](#) for more information about requirements and sanctions for violating community expectations.

Although ECU has instituted reasonable practices to lessen or reduce the risk of spread of COVID-19, ECU cannot guarantee that you will never be exposed to or get sick from the virus, and ECU cannot guarantee a COVID-19-free environment. In addition, the COVID-19 pandemic could cause further interruption to academic and campus activities and operations. We also don't know all the long-term effects of COVID-19, and we acknowledge it is possible to contract COVID-19 even when following safety precautions recommended by government authorities, agencies, and university policies and practices.

ACADEMIC EXPECTATIONS AND TESTING POLICIES

Reading Assignments

A syllabus containing but not limited to items such as learning objectives, instructional objectives and, an outline for each course and each class will be provided. Required reading assignments will appear in the syllabus. Ancillary texts are not mandatory, but such references help the student when further reading is necessary for complete understanding of subjects and material discussed. Access to the required textbooks is mandatory. If you purchased a text, we strongly recommend you keep the text after a course because it may be used in other didactic courses. Furthermore, many will be used as required texts for supervised clinical practicum experiences.

Examinations

Examinations will vary with each course taught throughout the professional didactic and clinical phases of the Program. Test items will come from the objectives, lectures, and reading assignments for each course. Questions may be taken directly from lecture material not necessarily found in the text and from the assigned reading not covered in class. Typically, 1 to 1½ minutes will be allowed for each test question. If a student believes that he or she needs more time on an examination, they must provide documentation from the Department for Disability Support Services PRIOR to faculty granting any examination time extension.

We understand that events of great personal importance occur while in school. However, due to exam integrity, fairness to fellow classmates, and the faculty effort required to create and

administer exams outside of regularly scheduled times, examinations **must** be taken on the scheduled day and time. No changes will be made for exam dates and times for personal reasons (weddings, family trips, special events, extracurricular activities, etc.), and no exceptions will be made to this policy.

Examination Protocol

The following are procedures that will be followed during the administration of examinations:

1. Students are required to be present for all scheduled examination.
2. Food is not allowed to be eaten or on the table.
3. All backpacks and personal items will be placed against the walls of the classroom.
4. No cell phones or other technology like device (e.g., iPad, smart watch, tablet, etc.) are permitted on the table or in possession of a student while taking the exam.
5. No communication is allowed between students during exams.
6. An answer sheet will be provided at the beginning of exams to document your answers and use as a scratch sheet, this must be turned into the faculty/proctor at the conclusion of the exam.
7. All exam material must be returned to the faculty/proctor before leaving the room.
8. Once the exam has begun, the proctor will not answer any questions relating to exam questions; students should remain in their seats until they have finished the examination
9. Students may be excused during the examination one at a time to use the rest room if an exam is given over more than 60 minutes.
10. A student who arrives late to an examination will not be given additional time to complete the exam. If a student arrives 15 or more minutes late from the exam start time, it will be the prerogative of the course director to determine if the student will be permitted to take the exam or whether the exam will be rescheduled for that student. If the exam is rescheduled, the exam will cover the same subject material as covered by the original examination, however the exam may be in a different format than the original examination. Furthermore, any student arriving after other students have completed the exam and left the testing area will not be allowed to start the examination. Students receiving testing accommodations must present to the PA program 15 minutes before the exam start time to prepare and start the exam at the same time as students in the classroom. Failure to do so may result in a professionalism violation.
11. A student unable to attend a scheduled examination for any reason must immediately notify the course director (in person or e-mail) as soon as possible prior to the start of the exam. The course director will determine whether the student will be permitted to make up the missed examination. A medical health provider note for an absence due to illness is required.
12. If the student is granted a make-up examination, the date and time will be determined by the course director. Students missing an exam must contact the course director to discuss the scheduling of the examination upon their return to campus. Although make-up examinations test the same subject material as covered by the original examination, they may be in a different format than the original examination.

13. Failure to make up the examination within the specified time will result in a grade of “zero” for that examination.
14. If a student fails to appear for an examination and fails to notify the course coordinator prior to the exam, formal documentation will be placed in the student file. In addition, the student will receive a grade of zero for the exam and no make-up exam will be offered. Such behavior is considered unprofessional and may result in disciplinary action.
15. All examinations will remain in possession of the Program. No student is permitted to retain a copy of an examination or quiz or parts thereof.

Final Examination Protocol

Final examinations will be held at the close of each term in all courses. Attendance is required as there will be no deviation from the printed schedule of examinations. A student who is absent from a final examination without an excused absence may be given a grade of “F” in the course.

An excused absence for final exams will be made only with the approval of the course director in cases of emergencies or extenuating circumstance. In such circumstances the course director will forward a written request to the Office of the Registrar, setting forth the nature of the emergency. The student will be given an incomplete (I) for the course. The time and date of the administration of the examination will be determined by the course director and in accordance with university policy.

Exam Review Policy

Test grades will be posted on Canvas, generally **within two regular business working days**. In-class exam reviews may be provided by the course instructor. These post-exam reviews will be conducted at a time and place set by the course instructor and generally within 1 week of exam administration. The post-test reviews are provided as a learning tool to help students identify content areas where they have deficiencies and should not be used as a forum to dispute or raise questions about exam items.

Questions Pertaining to Exam Items

In the event a student has a question or concern regarding an examination question, the student will address this issue in writing within two business days after the in-class exam review.

The student’s question or concern must address a specific issue regarding the examination question, such as having multiple correct answers, having no correct answers, etc. An explanation in support of the student’s argument should be made using supporting documents, such as assigned readings or lecture slides. The course instructor will consider the student’s challenge and respond in writing (email is acceptable) within five business days after receiving the challenge as to their decision.

End of Course and End of Rotation Evaluations

To evaluate our curriculum and remain in compliance with SACS and ARC-PA standards, each student is required to complete a course or rotation evaluation at the end of every didactic course and clinical rotation. The evaluations are mandatory, anonymous, and confidential. The course director or preceptor will not discuss them with the students, and there will be no retaliation against students for being fair and honest in their assessments. Student evaluations are crucial sources of data for the improvement of our curriculum and maintenance of accreditation. In a generation with prolific social media, the ability to post derogatory comments online is commonly encountered. In the setting of student evaluations this practice should be avoided; it is extremely important that

students are professional when providing comments on faculty evaluations. Please do not post unprofessional derogatory or hurtful comments. Rather focus your comments on your honest impressions and offer solutions for improvement to courses or faculty.

Student Responsibilities

It is essential to professional development that students adopt and exhibit a self-directed responsibility for the mastery of knowledge and skills. It is the student's sole responsibility to maintain the required academic standards and to initiate the appropriate activities needed to resolve deficiencies in any area. Students who have been made aware of a deficiency should contact the course director and their faculty advisors as soon as possible to solicit their help and recommendations for improvement.

Students who have personal, ethical, or religious constraints against being involved in certain medical procedures or tasks must inform their faculty advisors and the chair at the beginning of the professional curriculum and these must be noted in the students' files. The students should also remind the clinical coordinators of any concerns prior to the scheduling of supervised clinical practicum experiences; however, a student may be assigned to a clinical site where the procedure in question is performed. The student will not be forced to participate in the procedure, but the student will be required to complete the rotation at the scheduled site. Students **will not** be excused from didactic lectures because of personal, ethical, or religious prohibitions. The material must be taught and learned as part of the body of current medical knowledge. Students will not be excused from entire clinical practicum experiences (e.g., excused from a women's health practicum) due to personal, ethical, or religious constraints.

As stated in your pre-orientation letter, most testing is completed by computer and all course material is posted on Canvas, a web-based learning system. A laptop (not a tablet) is required by the program. Your computer must have an integrated or free-standing webcam and microphone that will effectively allow participation in live teleconference (Webex or Microsoft Teams) meetings when necessary.

In addition to your laptop computer, you will also be required to have a cell phone with video capabilities. The phone must be capable of sustained video use (2 hr. or more) and downloading of applications such as Webex or Microsoft Teams. You will need to secure adequate internet access and speed to participate in live Webex meetings, download and upload large video files, and participate in proctored testing should the need arise.

Students should arrive to any test or exam with a functioning laptop and an updated version of responds testing software. The laptop should be fully charged and contain the **most current version of Respondus**. It is the student's responsibility to be prepared for testing. Failure to do so could result in a professionalism write-up.

Program and Graduate School Basis for Satisfactory Academic and Professional Status

To progress in the program, students must meet the ECU PA program academic outcome exceptions. Satisfactory academic progress must be evident and demonstrated by students to continue in the program as described in this handbook. In addition, PA students are also required to meet the academic standards of the Graduate School.

1. To remain in good academic standing, graduate students must maintain a minimum cumulative GPA of 3.0. Students who fail to remain in good academic standing in accordance with the 3.0 GPA standard, will be placed on academic probation by the Graduate School, during which time they will have an opportunity to correct their academic deficiencies. The probationary period will last for the term(s) in which the next nine credit hours are attempted. Enrollment in the Graduate School will be automatically terminated for students who fail to correct their academic deficiencies by the end of the probationary period. Graduate students will be subject to immediate dismissal once it becomes mathematically impossible to achieve an overall cumulative GPA of 3.00 by the end of the remaining probationary period.
2. A student who earns more than two final course grades of “C” in the didactic stage of training is subject to dismissal.
3. A student who earns more than two final practicum grades of “C” in the clinical stage of training is subject to dismissal.
4. Any student who earns more than three exam grades in the Core Courses in any one semester less than C is subject to dismissal.
5. Any student with a final course grade or final clinical rotation grade less than 69.5 is subject to dismissal.
6. To progress to the clinical phase of the program, students MUST complete the PACKRAT I and have a score greater than the 10th percentile respective to the cohort (see #9 below) and pass all academic courses in the didactic phase. To complete the program requirements in the clinical year all students must take the PACKRAT II and pass all the parts of the mid-year OSCE, pass all parts of the summative exams, submit an adequate evidence-based assignment, and pass all clinical practicums.
7. To be retained in the program all students must demonstrate professional conduct, performance, and progress as specified in the Code of Conduct/Professional Promise outlined in this handbook, the [Academic Integrity policy](#), and the East Carolina University’s [Student Code of Conduct](#).
8. To be retained in the program, all students must abide by all PADP standard operating procedures.
9. Based upon a rigorous statistical analysis, students with PACKRAT I scores less than or equal to the 10th percentile respective to their cohort are at risk for poor performance on the PANCE. Therefore, these students will be required to remediate their PACKRAT performance under the supervision of their faculty advisor before they can progress to the clinical year of education. This will include but is not limited to writing an adequate reflective statement and

creating a satisfactory NCCPA blueprint-based outline of the content areas specialties that fell below the National Performance Average.

Students may appeal dismissal decisions by following the process outlined in the Graduate School Appeals Procedure [Probation and Termination](#).

If a student's professional curriculum is discontinued for any reason other than approved deceleration, there will be no re-entry into the Program other than to reapply through CASPA.

EXAM REMEDIATION AND REVIEW POLICY

Exam Remediation and Review Policy for students who do not meet program defined outcomes

Core courses included in the PA programs review and remediation policy include:

Fall One

PADP 6050 Introduction to Clinical Medicine

PADP 6200 History and Physical Exam I

PADP 6510 Pharmacology and Pharmacotherapeutics I

Spring

PADP 6150 Clinical Medicine I

PADP 6010 Diagnostic Methods I

PADP 6210 History and Physical Exam II

PADP 6520 Pharmacology and Pharmacotherapeutics II

Summer

PADP 6250 Clinical Medicine II

PADP 6020 Diagnostic Methods II

PADP 6220 History and Physical Exam III

PADP 6530 Pharmacology and Pharmacotherapeutics III

Fall Two

PADP 6690 Introduction to Clinical Practice

PADP 6650 Surgery and EM Skills

Review

If a student scores between 70-74% on an exam of OSCE/CSE, they are required to contact the **course director** within five business days of exam release to review the exam with the course director. If the student does not contact the course director within this timeframe the course director will contact the student to set up an exam review. Students who fail to contact the course director within five business days about an exam score between 70-74% will also be contacted by their faculty advisor for not meeting the program's professionalism expectations.

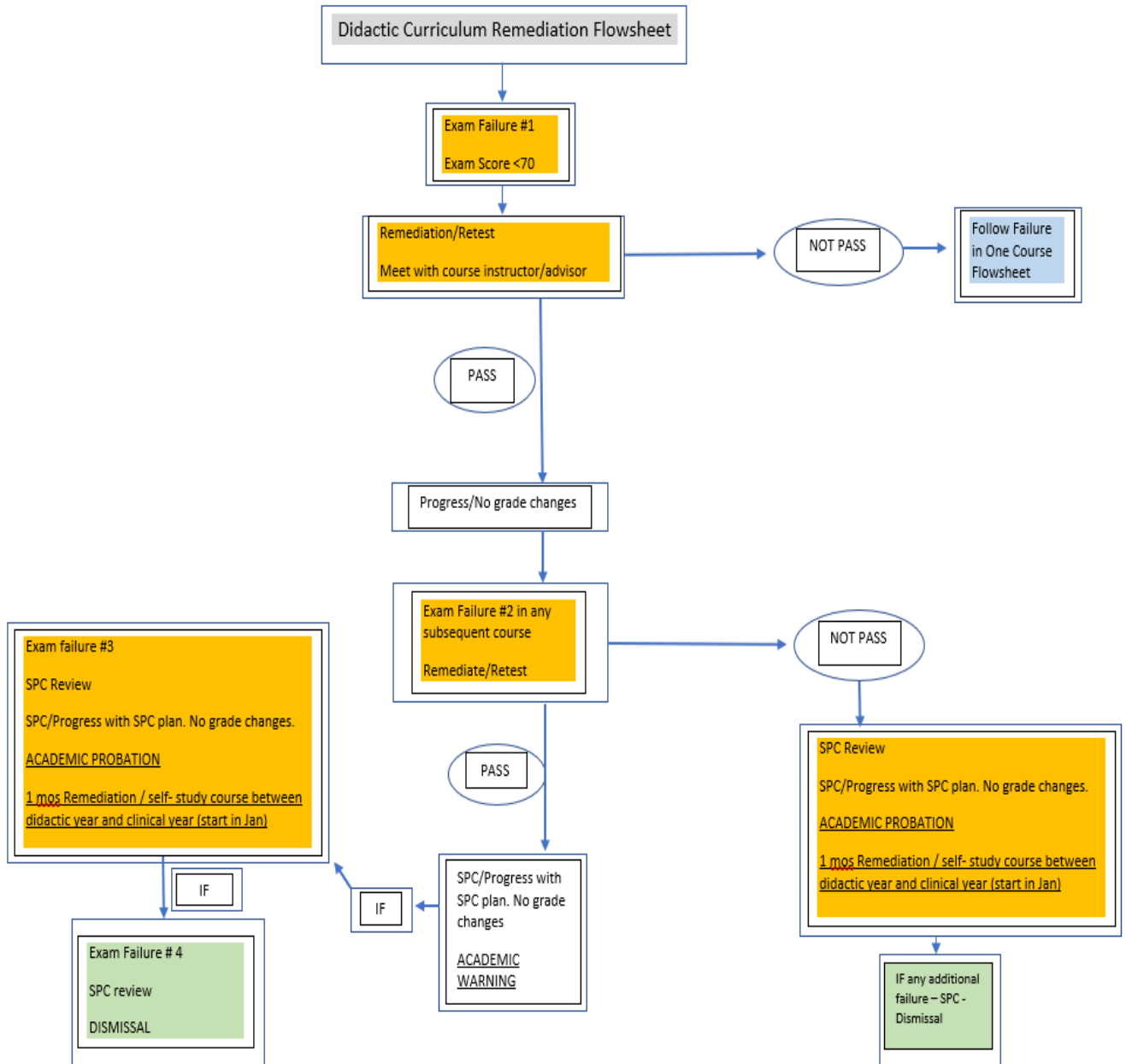
Remediation

Exam failure is defined as a grade less than 70%.

Policy applies to all the exams and assessments specified above (Fall One-Fall Two) within the didactic curriculum (1st four semesters).

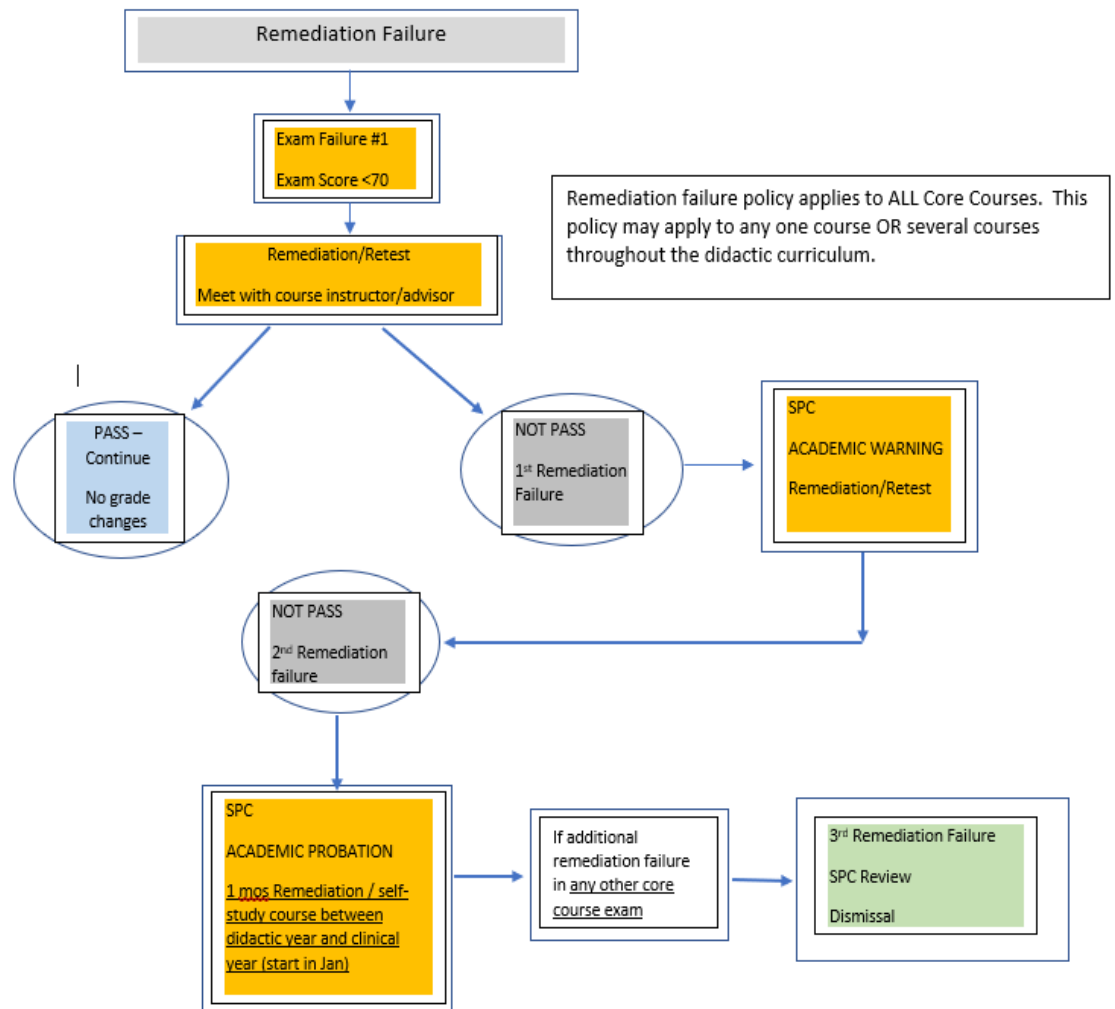
- First exam failure → remediation → remediation successful → progress
- Second exam failure → remediation → remediation successful → required Student Progress Committee (SPC) meeting → progress on academic warning with a recommended remedial plan provided by SPC.

- Third exam failure → remediation → remediation successful → required SPC meeting → progress on academic probation with a 1-month remediation/self-study course between didactic year and clinical year based on remedial plan provided by SPC.
- Fourth exam failure → If a student fails a fourth exam within the first four semesters of the program the student is subject to dismissal. In such a case, the SPC will meet with the student to allow them to discuss any extenuating circumstances, review the students record, and send a recommendation letter with rationale and justification to the program director within 10 working days of the fourth exam failure.



Retaking a failed remediation exam policy

- Passing a remediation exam is defined as obtaining a score of 75% or better on retesting; however, the original grade they obtained on the assessment will remain unchanged. Students may only fail two remediation exams in the first four semesters of the program. If a student fails a third remediation exam, they will be subject to dismissal.
- Third remediation exam failure – If a student fails a third remediation exam within the first four semesters of the program the student is subject to dismissal. In such a case, the SPC will meet with the student to allow them to discuss any extenuating circumstances, review the students record, and send a recommendation letter with rational and justification to the Program Director within 10 working days of the third remediation exam failure.



1. Rounding to the one decimal place i.e., 69.45 =70, 69.44= 69
- 2 SPC will assign additional remedial plans which might include but not limited to, items such as: retesting, counseling, depending on student inclination - testing accommodations, more frequent meetings with faculty advisor and course director.

- 3 *Remediation - The ECU PA program defines remediation as the process of addressing deficiencies in a student's knowledge and skills, such that the correction of these deficiencies is measurable and can be documented. Remediation of a failed assessment involves identifying the area(s) in which a student performed below expectations on, then creating an individualized plan of study and assessment so that the student demonstrates an acceptable fund of knowledge in the area(s) of concern. Examples are but not limited to re-test, repeating OSCE or ICP case, written assignment, oral challenge...). The course director will attest to adequate remediation by documenting such in the student's file and must include evidence of the student completed instrument or process used to determine correction of noted deficiencies. In most cases, remediation will be completed by the end of the term in which the assessment was failed.*
- 4 *Core courses taught by PA faculty apply to the PA Program review and remediation policy.*

ACADEMIC AND PROFESSIONAL PROGRESS

Progression in the Program Policy

ECU PA Program Progression	
<p>Because physician assistant students, after graduation, are eligible to be licensed to practice medicine and will be required to assume responsibility for the life and welfare of other human beings, every student is expected to demonstrate a level of competence and a pattern of behavior that are consistent with these professional responsibilities.</p> <p>Implicit in the promotion and graduation of each student from the program is the faculty's endorsement that the student has demonstrated competence, behavior, and judgment deserving of public trust. Therefore, academic performance and/or conduct that is judged by the faculty to be contrary to the norms of personal deportment, standards of conduct, professionalism or ethics issued by the PA program, and/or generally known in the profession may lead to a recommendation by the Student Progress Committee for dismissal.</p>	
Semester to Semester Progression during Didactic Curriculum	
1.	Completed all courses with a grade of 70 or better.
2.	Earn no more than two course grades of "C".
3.	Receive no more than three exam grades less than C in Core Courses any one semester.
4.	Successfully completed remediation in all core content in specified time period.
5.	Be in good professional standing and have no significant unresolved professional issues (complete remediation in specified period if warranted by SPC/faculty).
6.	All immunizations up to date as required by the Program.
7.	Be recommended by Faculty consensus.
Didactic Year to Clinical Year Progression	
1.	Earn no more than two final grades of C during didactic phase.
2.	Be in good academic standing with an overall GPA \geq 3.0.
3.	Receive no more than three exam grades less than C in Core Courses during the didactic curriculum.

4.	Update immunizations prior to the start of clinical year.
5.	Be in good professional standing and have no significant unresolved professional issues (complete remediation in specified period if warranted by SPC/faculty).
6.	Complete the PACKRAT I exam (for self-evaluation).
7.	Successfully remediate a PACKRAT I score \leq the 10th percentile respective to the cohort.
8.	If required, successfully completed remediation of all core content in the specified time-period.
9.	Provide proof of satisfactory completion of and current certification in BLS/ACLS, infection control, HIPPA and OSHA regulations.
10.	Be recommended by faculty consensus.
Graduation from the Program	
1.	Completed all courses with a grade of 70 or better within four academic years.
2.	Be in good academic standing as evidenced by 1) Didactic- no more than three exam grades less than C in core courses and no more than two course grades of C, 2) Clinical - no more than two EOR's below low pass and no more than two final practicum grades of "C".
3.	Maintain an overall GPA of \geq 3.0.
4.	Abided by all PADP standard operating procedures.
5.	Completed remediation of all core content as required.
6.	Take a PACKRAT II exam (for self-evaluation).
7.	Completed all clinical year courses with satisfactory preceptor evaluation and end of rotation exam scores.
8.	Successfully completed the PA program summative evaluation (CSEs/OSCE's, End of Curriculum Examination, and practical exam).
9.	Provide an evidence-based presentation and/or quality written paper related to a topic of interest identified in the clinical year.
10.	Complete all graduation requirements required by the university (academic, graduate, and financial). NOTE: this includes "applying" for graduation through Degree Works.
11.	Be in good professional standing and have no significant unresolved professional issues (complete remediation in specified period if warranted by SPC/faculty)
12.	Demonstrated competence in all required procedural skills
13.	Be recommended by faculty consensus

Student Progress Committee (SPC)

The Student Progress Committee (SPC) of the ECU Department of PA Studies is comprised of faculty members from the PA Program and may include representatives from other programs and/or support services at the University. The committee is chaired by a member of the faculty as determined by the department chair. The committee will generally include the student's academic advisor, the course director for the course in which the student is struggling, and another member of the PA faculty. A non-PA program individual(s) may join the committee upon request from the department chair.

The charge of the SPC is to evaluate a student's progress and consider recommendations made by the student's instructor, evaluator, advisor, or clinical preceptor and to make appropriate recommendations pertaining to that progress. The committee will convene on an *ad hoc* basis at any time to address specific student progress and at the end of each semester if needed. The SPC may review student records and discuss student records with appropriate faculty members and/or preceptors in determining an appropriate course of action for students experiencing academic and/or professional conduct difficulties in the program. The SPC may choose to meet with individual students. The committee can recommend remedial or corrective actions, counseling, probation, or dismissal. They can also recommend repeating supervised clinical practicum experiences (SCPEs) and/or course work, including deceleration. Recommendations will be made on an individual basis after considering pertinent information in each case. The committee's recommendation will be submitted to the department chair who reviews the recommendation and the student file, then issues a letter of the final decision to the student regarding their status in the program.

The following list, though not all inclusive, are reasons that the SPC may be called to evaluate a student in the program:

- Any student who fails to meet the performance criteria set forth in this manual, syllabi and/or professionalism standards throughout the didactic and clinical curriculum.
- Inadequate performance despite repeated efforts towards reassessment.
- Course grade of C during the didactic curriculum.
- Patterns of low scores on exams, OSCE's, lab quizzes, competencies.
- Overall didactic performance concerns prior to transition to clinical year.
- Any student who has average scores of < 75% on PADP 6690 Clinical Skills Provider Exercise.
- Professional misconduct, behavior and/or attitude inconsistent with the PA Profession.
- Failure to abide by any of the program policies/procedures found in any of the PA Student Handbooks and manuals (including Clinical year).
- Verbal or written reports and/or evaluations from academic faculty, clinical preceptors or designees indicating that a student is not adhering to site regulations, site schedule, ethical standards of conduct, limitations of student role, or that the student is not progressing academically or not demonstrating proficiency to a level that it may jeopardize patient safety.

It is important to remember that some aspects of knowledge integration and clinical judgment cannot be adequately evaluated by examinations alone. Observations from academic and/or clinical faculty are crucial for evaluating these critical skills.

- Failure to receive a satisfactory preceptor evaluation, site visit evaluation, or EOR score.

Responsibilities

Each student will be considered individually with emphasis on competence. The SPC may recommend continued pursuit of studies for any student who is justifiably assumed capable of completing the PA program requirements within the program time limits. The faculty will review the progress of all students at least once yearly and will recommend:

- Promotion of a student from one year of study to the next.

- Certification that a student has met all program goals and outcomes needed to meet graduation requirements.
- Disciplinary action for unethical and/or non-professional behavior of other misconduct when required.
- Remediation as needed during the educational program.

Patterns of Concern

In addition to “passing” course grades, when viewed as a whole, the student record should demonstrate that a student has successfully met all program defined goals and outcomes. If this is not the case, that student may be placed on academic or professional probation with a remediation plan which must be successfully completed to advance in the program. Students that do not successfully remediate are subject to dismissal.

Student conduct that may indicate a pattern of concern include but is not limited to:

- Remediation of more than two (2) content areas in any semester.
- Failure (defined as a grade of less than 70) on three or more exams across all courses in a single term.
- Cumulative GPA below a 3.0.
- Consistent marginal passing grades (more than 5 exam scores < 75% in core PA classes).
- Failure to adhere to professional standards.
- Failure to demonstrate resilience.

The SPC has the authority to act in the following areas with the approval of the Program Director:

- Formulating a remediation plan.
- Remedial actions may include but are not limited to the following:
 - Requiring a student to be re-examined or be re-evaluated in a course.
 - Requiring a student to receive academic support.
 - Requiring a student to decelerate and restart the program with a new cohort.
 - Placing a student on academic or professionalism probation if they are not in good standing.
- Reviewing and making recommendations concerning a suitable course of study following a leave of absence.
- Recommending dismissal to the program director.
- In the setting of marginal performance defined as 5 or more exam scores < 75% in core PA classes at transition to the clinical year, the SPC may require 1-3 months of remedial studies prior to progressing to clinical rotations. Students who are not willing or do not successfully complete a remedial course of study are subject to dismissal.
- Other actions as deemed appropriate by the committee.

All the members of the SPC will be appointed by the Program Director and all recommendations from the SPC must be made in writing and submitted to the Program Director with supporting documentation for approval before any actions are taken.

Clinical Experiences outside the Professional Curriculum

The Department Chair must approve any clinical experiences or patient contact not scheduled by the PA Program. Unapproved clinical experiences or patient contact in which students represent themselves as enrolled in the ECU PA Program without Department Chair approval may result in disciplinary action.

Clinical Courses

Please refer to SCPE manual for policies related to the clinical year.

Professional Progress Policy

Professionalism holds equal importance to academic progress. Students are expected to demonstrate the legal, moral, and ethical standards required of a health care professional; thus, their behavior should always be consistent with these qualities. Professionalism and professional ethics are terms signifying certain scholastic, interpersonal, and behavioral expectations. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity, and morals displayed by the students to faculty, staff, preceptors, peers, patients, colleagues in healthcare and other educational settings, and the public. The Program always expects nothing short of respect and a professional demeanor.

Code of Conduct/Professional Promise

Success in the physician assistant profession requires certain behavioral attributes, including sympathy/empathy, respect, discipline, honesty, integrity, the ability to work effectively with others in a team environment, to accept constructive feedback, the ability to follow direction, and the ability to address a crisis or emergency in a composed manner. The Accreditation Review Commission on Education for the Physician Assistant states: “The role of the physician assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills and the capacity to react to emergencies in a calm and reasoned manner, an attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient’s welfare are essential attributes.” Adherence to these attributes requires that physician assistants and physician assistant students exhibit a high level of maturity and self-control even in highly stressful situations or in difficult circumstances and situations.

In keeping with these precepts, physician assistant students must conduct themselves with a demeanor that exemplifies the utmost professionalism and is consistent with appropriate patient care. Students will be evaluated not only on their academic and clinical skills but also on their interpersonal skills, reliability, and professional and behavioral conduct.

1. **Respect:** Students are expected to treat all patients, faculty, university staff, clinical preceptors, clinic facility/hospital staff, healthcare workers, and fellow students with dignity and respect. Students are expected to follow direction and to appropriately express concerns in a professional and respectful manner. Conflicts are to be resolved in a diplomatic and reasoned manner. Students should be sensitive to and tolerant of diversity in the student and patient population. PA training requires a close working environment with other students; it likewise includes physical examination of fellow students and discussion groups that may reveal personal information. These situations must be approached with respect for the privacy, confidentiality, and feelings of fellow students.

Students should offer constructive criticism or suggestions in a thoughtful and reasoned manner that fosters respect and trust. Displays of anger, which include demeaning, offensive, argumentative, or threatening language or behavior, or language or behavior that is insensitive to race, gender, ethnicity, religion, and sexual orientation will not be tolerated. Students must be appropriately responsive to lawful requests from their instructors, preceptors, and clinical sites. Students shall not display disruptive or obstructive behavior at the university or at clinical sites. Any concern brought to the program regarding the student will be addressed and discussed with the student if needed.

2. Flexibility: PA training involves instruction from practicing clinicians with unpredictable schedules in both the didactic and clinical phases of PA education. At times, lectures, clinical session times, or entire practicum experiences may need to be adjusted with short notice. We believe the advantage of using clinicians outweighs this inconvenience and requires students to be flexible and tolerant of changes. Student schedules in the academic and clinical year may involve nights, weekends, and holidays.

3. Integrity: Students are expected to follow all policies in the Student Code of Conduct outlined by the university, this handbook, and the Clinical Year Manual, including those pertaining to academic dishonesty. Infractions such as fraud, forgery, plagiarism, stealing/copying tests, and cheating during examinations will not be tolerated. PA students are also expected to display the highest ethical standards commensurate with work as a healthcare professional. Some of these are outlined in the Guidelines for [Ethical Conduct for the Physician Assistant Profession](#) published by the American Academy of Physician Assistants. Students shall report any illegal or unethical activity to the program director and/or the relevant academic or clinical director. Breaches in confidentiality, falsification of records, misuse of medications and sexual relationships with patients, faculty or preceptors will not be tolerated.

4. Confidentiality: Students must respect the confidentiality of patients and fellow students and are not permitted to discuss any patients by name outside the clinical encounter situation. For academic presentations, all identifiable information must be removed as per HIPAA requirements.

5. Health and Safety: Students should not exhibit any behavior that may jeopardize the health and safety of patients, faculty, or fellow students.

6. Nondiscrimination: Students shall deliver healthcare service to patients without regard to their race, religion, gender, creed, national origin, sexual orientation, socioeconomic status, disability, disease status, legal involvement, or political beliefs.

7. Student Role: Students at clinical sites must always work under the supervision of a preceptor. They may not function in the place of an employee or assume primary responsibility for a patient's care. Students shall not treat and discharge a patient from care without consultation with a clinical preceptor or supervisor. Students shall perform only those procedures authorized by the program, clinical site, and preceptor. Students must adhere to all regulations of the program and the clinical site. Should any questions arise regarding a specific situation, the student is expected to contact the program immediately for guidance and direction.

8. Impairment: Students shall not appear at the University or clinical sites under the influence of alcohol or drugs.

9. Timeliness/Lateness/Leaving Early: Students must report to all classes, labs, seminars, call back days, and clinical sites at the scheduled time. Students must also return messages from the PA program, faculty, clinical preceptors, and clinical sites in a timely manner (i.e., 24-36 hours).

Professional progress is as important as academic progress. Any incident that demonstrates unprofessional behavior will be addressed accordingly and may result in dismissal from the Program regardless of the student's academic standing.

Failure to adhere to the professional standards and Code of Conduct will result in:

First incident of unprofessional behavior (as identified within the ECU professional evaluation form):

- a. In all cases, the Program will document the incident in writing in the student's permanent record.
- b. Depending on the severity of the infraction, a student may be subject to further disciplinary action as determined by the Student Progress Committee, which may include, but is not limited to, corrective and/or disciplinary action, warning, probation, or dismissal.

Second incident of unprofessional behavior:

- a. In all cases, the program will document the incident in writing in the student's permanent record.
- b. The student will automatically be referred to the Student Progress Committee. The SPC will meet to determine a course of action for the behavior that can include, but is not limited to, corrective and/or disciplinary action, warning, probation, or dismissal.

Clinical Year Policies

Refer to the SCPE Manual for matters related to the clinical year.

Academic Integrity

Academic integrity is a cornerstone value of the intellectual community at East Carolina University and the Department of Physician Assistant Studies. Academic integrity ensures that students derive optimal benefit from their educational experience and their pursuit of knowledge. Violating the principle of academic integrity damages the value of PA education and puts patients' lives at risk.

Students should be familiar with the university policies and procedures which can be found online <http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part6.pdf>; (see Section II, found on pages 17-35).

Definitions of Academic Integrity Violations

An academic integrity violation (AIV) is defined as any activity that exhibits dishonesty in the educational process or that compromises the academic honor of the university. Examples of AIVs include, but are not limited to, the following:

1. Cheating: Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work. Examples of cheating include, but are not limited to: copying from another student's paper or receiving unauthorized assistance during a quiz or examination; using books,

notes, or other devices when these are not authorized; improperly obtaining tests or examinations; collaborating on academic work without authorization and/or without truthful disclosure of the extent of that collaboration; allowing or directing a substitute to take an examination.

2. Plagiarism: Copying the language, structure, ideas, and/or thoughts of another and adopting the same as one's own original work. Examples of plagiarism include, but are not limited to: submitting a paper that has been purchased or downloaded from an essay-writing service; directly quoting, word for word, from any source, including online sources, without indicating that the material comes directly from that source, omitting a citation to a source when paraphrasing or summarizing another's work; submitting a paper written by another person as one's own work

3. Falsification/Fabrication: The statement of any untruth, either spoken or written, regarding any circumstances related to academic work. This includes any untrue statements made with regard to a suspected AIV. Examples of falsification/fabrication include, but are not limited to: making up data, research results, experimental procedures, internship, or practicum experiences, or otherwise claiming academic-related experience that one has not actually had; inventing or submitting deceptive citations for the sources of one's information; submitting a false excuse for an absence from class or other academic obligation.

4. Multiple submission: The submission of substantial portions of the same academic work for credit more than once without authorization from the faculty member who receives the later submission. Examples of multiple submission include, but are not limited to: submitting the same essay for credit in two courses without first receiving written permission; making minor revisions to an assignment that has already received credit in a course and submitting it in another class as if it was new work.

5. Violation assistance: Knowingly helping or attempting to help someone else in an act that constitutes an AIV. Examples of violation assistance include, but are not limited to: knowingly allowing another to copy answers during an examination or quiz, distributing test questions or examination materials without permission from the faculty member teaching the course; writing an essay, or substantial portions thereof, for another student to submit as his or her own work, taking an examination or test for another student; distributing information involving clinical simulation and skills assessments.

6. Violation attempts: Attempting any act that, if completed, would constitute an AIV as defined herein. In other words, it does not matter if a student succeeds in carrying out any of the above violations, the fact that a violation was attempted is itself a violation of academic integrity.

Responsibilities of Students:

ECU students are responsible for promoting academic integrity in the ECU community by upholding it in their own work and by reporting any suspected violations. A student knowing of circumstances in which an AIV may have occurred (or is likely to occur) should bring this knowledge to the attention of a faculty member or OSRR.

ECU students are responsible for understanding what plagiarism is, learning the recognized techniques of proper attribution of sources used in the preparation of written work, and identifying allowable resource materials or aids to be used during examination or in completion of any graded work. Students should seek clarification from faculty if it is not clear whether a certain action

would violate this Academic Integrity Policy.

ECU students are responsible for complying with faculty classroom procedures designed to reduce the possibility of cheating—such as removing unauthorized materials or aids from the classroom and protecting one’s own examination paper from the view of others.

ECU students are responsible for maintaining the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student.

ECU students are responsible for reporting any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects committed an AIV. Such report should be made to the OSRR, the Office of the Dean of Students (DOS), or other appropriate instructor or official of their college or school.

ECU students are responsible for cooperating with the OSRR in the investigation and hearing of any incident of alleged violation, including providing testimony when called upon.

Any student observed or suspected of being in violation of academic integrity will be subject to the university’s Academic Integrity policy as well as the Department of Physician Assistant Studies’ Academic and Professional Code of Conduct.

During the clinical phase of the program, advanced software and cameras will be used for monitoring academic integrity during exam. Proctoring via WebEx and/or Microsoft Teams may be performed by Department faculty and/or staff and these sessions may be recorded. These recordings can and will be reviewed if there is suspicion of a breach of integrity.

Physical Examination and Teaching Laboratory Use

No student(s) will occupy the PE Lab, (room 4335) without faculty permission. This room will be unlocked for a scheduled lab, practical, or class only by the course director or by a faculty member who will remain and supervise the students. Manikins and models will not be touched without prior faculty permission. All scheduled labs, practicals, or classes are mandatory unless otherwise noted by the course director, and students will attend and remain until released by the course director. No food or drinks are allowed in the lab. There will be no loitering in the hall outside these rooms. Loud talking or boisterous activity in the hall outside classrooms is disrespectful to other students and faculty. Students should either remain quiet or move to non-teaching areas during breaks or between classes. Following lab, students should return the exam tables and chairs to the pre-lab setting.

Computer Standard Operating Procedure

Any violations related to the computer standard operating procedure as outlined in the ECU policies and procedures, which are found at <http://www.ecu.edu/PRR/08/05/04/>, will be subject to university and Department of PA Studies Academic Integrity policy.

Deceleration Policy

Deceleration is defined as the loss of a student from the initial cohort, but who remains matriculated in the physician assistant program. Generally, deceleration occurs due to an unexpected catastrophic event that makes it impossible to continue in the program for a period of time. A student who wishes to decelerate due to an unexpected catastrophic event should do so in writing within, ten working days of their last date of attendance, to the program director who will

respond to their request within ten working days. Deceleration may also be recommended by the SPC due to academic or professional considerations.

Any student who does not meet the Graduate School/Department of PA Studies academic eligibility standards will be referred to the Student Progress Committee that will make a recommendation for dismissal or deceleration to the program director based on the individual circumstances involved with each student. If a student is granted deceleration, they must successfully complete a specific plan developed by the Student Progression Committee within a specified time period, or they will be subject to dismissal.

Academic Appeals Process

A student must try to resolve grade disputes with the course director and participating course faculty. Grade disputes that are not resolved with the course director will be brought to the attention of the department chair who may elect to conduct an informal inquiry. Clearly, grade decisions remain within the jurisdiction and rights of the course director.

Decisions for probation and/or dismissal from the ECU PA Program follow the criteria presented in the ECU Graduate School Catalog and the PA Handbook. Students wishing to appeal a course grade, probation, or dismissal should follow the graduate school policy on the [graduate school appeals process](#) and/or [Academic Eligibility Standards](#).

Withdrawal and Readmission

Any student desiring to withdraw from, or withdraw from and later apply for readmission to, the ECU PA Program must follow the standard operating procedures for [withdrawal and readmission](#).

The student must meet with the department chair and present a letter of withdrawal to the department chair prior to initiating any standard operating procedures with the graduate school. If the student has been aware financial aid, they must communicate their intentions to the [Office of Student Financial Aid](#).

Medical Withdrawal Policy

Discussions with PA program faculty regarding medical withdrawal options are encouraged for students with unexpected circumstances that affect their ability to maintain the cognitive and technical skills necessary for program completion. Faculty advisors, the didactic education coordinator (didactic phase) or the clinical education director/coordinator (clinical phase) should be contacted to discuss situations in which students feel they may not be able to meet those standards, even if temporarily. Examples: Students who have traumatic injuries or unexpected surgeries, students who develop a cancer requiring surgery and/or other treatments. **Seeking assistance from the Department does not equate to withdrawal but rather allows communication and support between both faculty and student. The discussion also allows the didactic and clinical team to be better prepared.**

Students seeking medical withdrawal must follow the applicable policies and procedures specified by the Office of the Dean of Students <https://deanofstudents.ecu.edu/home/withdrawals/>. If a medical leave is granted by the university, students who are able, must meet with the Student Progress Committee (SPC) in order to determine their standing in the PA program, which may range from requiring reapplication and starting anew.

Faculty Guidance

To assist students in their professional and academic progress through the program, the department has established a system of faculty advisement and guidance whereby each student is assigned to a faculty member who serves as his/her advisor. The advisor helps the student understand the academic program, keeps a record of his/her progress, assists in understanding university and program standard operating procedures, addresses academic concerns, and is available throughout the year for mentoring and advisement.

Student Employment and Instruction

Part-time employment by PA students at ECU is ***strongly*** discouraged. The following rules apply to PA students who wish to work during their training:

1. Any part-time employment **must be reported in writing** to the department chair and approved before employment begins.
2. Working students must comply with the ECU PA Program's academic schedule.
3. Any student unable to maintain adequate academic standing will be asked to terminate his/her employment. Students who fail to terminate employment upon request are subject to dismissal.
4. PA students are not allowed to work for the PA Program.
5. PA students may not be used to substitute for didactic or clinical faculty, or administrative staff.
6. Students **will not** be allowed to work during the clinical year due to time requirements at the rotation sites.
7. Students will not provide instruction in course or lab while matriculated in the PA Program.

Graduation Standard Operating Procedures

Upon successful completion of all academic and clinical requirements of East Carolina University, students will receive a Master of Science degree in Physician Assistant Studies. Upon graduation, students will be eligible to sit for the PANCE administered by the NCCPA and to apply for licensure. However, graduation does not necessarily imply credentialing, a license to practice, or employment as a PA. All states, including North Carolina, have additional components to their application process to be completed before a graduate PA can practice

The following must be completed to prepare for graduation:

1. Application for Graduation must be completed online using [Pirate Port](#) at least one semester prior to completing the requirements of the degree.
2. [Licensure](#) – Students must register and pass the PANCE prior to receiving a license to practice in North Carolina. Please do not ask for a Program Completion Verification Form for the State of NC. For all students who have reported their intent to practice in NC on the Program Exit Survey; once a student has completed all program requirements this form will be sent to the NCMB. This form is generally sent on the 1st Monday after the White Coat Ceremony. If you have any questions about your Program Completion Verification Form, please email Mrs. Renee Liang at liangm21@ecu.edu .

North Carolina Medical Board (NCMB)
P.O. Box 20007
Raleigh, NC 27619
Phone (919) 828-1212 / Fax: (919) 828-1295
<http://www.ncmedboard.org/>

Remember: It is each student's responsibility, and NOT the responsibility of the Department of PA Studies, to complete licensure requirements. Students should begin the licensure application process **at least 3 months** prior to their anticipated graduation.

3. Permanent Address - It is essential that you leave your permanent address, telephone number, and email address with the PADP prior to leaving campus so you can receive important information and can be contacted if any problems might arise with any of the above standard operating procedures.
4. Physician Assistant National Certifying Examination – For information about certification or the NCCPA, you may contact:

National Commission on Certification of Physician Assistants (NCCPA)
12000 Findley Road
Suite 100
John's Creek, GA 30097-1409
(678)-417-8100
<http://www.nccpa.net>

TECHNOLOGY/MEDIA STANDARD OPERATING PROCEDURE

Purpose

The purpose for this standard operating procedure is to ensure that students, faculty, and staff are aware of the current standard operating procedures and support that will be offered by the department regarding computers, network and internet resources offered through the Physician Assistant Studies Program.

Computers

The [current computer configuration recommended](#) by the department will be the only computer supported by the university's computer center. If you choose not to purchase the required computer, it is your responsibility to obtain help from outside resources.

Software

The Department of Physician Assistant Studies utilizes several software packages from different vendors; however, only approved hardware and software will be supported. Below is a link of supported hardware and software that will be used during the program. The department reserves the right to make modifications to this list as seen fit. Email notifications will be sent to students, staff, and faculty of the program if any changes occur, and when updates are available along with a location of where to obtain the updates. <https://www.ecu.edu/itcs/help/pirateTechs>

The University offers many free software titles to students, to access go to <https://ecu.teamdynamix.com/TDClient/1409/Portal/Requests/ServiceCatalog?CategoryID=3664>

Wireless Local Area Network

Information regarding wireless access, anti-virus software, supported operating systems and other important information can be found at the following ECU ITCS website:

<http://www.ecu.edu/itcs/help/connect>

Web Resources

The Department of Physician Assistant Studies maintains two forms of web resources which are the only authorized web sites of the Department: [Canvas](#) and the [PA Studies Web page](#).

These two resources are monitored on a constant basis to make sure they are reliable and contain accurate information. These sites are for academic use only.

Material gained from [Canvas](#) shall not be distributed outside the PA program without expressed written consent of the copyright holder.

Email Address Recognition

The university provides email accounts to students. This email account is where all official correspondence from the department will be sent. Check it frequently. If you have difficulties with your email account or password, call the university Help Desk at 252-328-9866 to have your password reset.

SECURITY AND SAFETY

Building Safety and Security

Building Hours: The Health Sciences Building on the West Campus is open from 7:30 AM until 8:00 PM, Monday through Friday. During after-hours, students will not be given access to the Health Sciences Building without being accompanied by a PADP faculty or staff representative.

Safety and Security: Students who believe they have witnessed suspicious activity should immediately inform PADP faculty/staff, who will promptly investigate the situation, and/or immediately report such to campus security (252-328-6787) or the police (911). If a faculty member is not available, students may use one of the emergency call boxes located immediately in the parking lot. The blue light located at the top of the structure identifies the call box.

Students are encouraged to download [LiveSafe safety app](#) which allows communication between users and campus safety and anonymously reports concerns through various formats.

Emergency Standard Operating Procedures

A copy of the ECU [Emergency Policy and Procedures Manual](#), a brochure describing university standard operating procedures for emergency situations, is available online at:

<http://www.ecu.edu/oehs>

Fire drills are conducted regularly by the ECU Office of Environmental Health and Safety. When the fire alarm is heard, all students and personnel should leave their respective areas immediately, close all doors upon exiting, and evacuate to a safe distance from the building, which is designated as the east parking lot near the duck pond. Students should then immediately report to PADP faculty/staff

upon reaching the east parking lot near the duck pond so that faculty/staff can account for their safety. Students, faculty, and staff should remain outside the building until otherwise instructed by personnel from the Office of Environmental Health and Safety.

Notices regarding university operating hours and building closings for severe weather are posted on the ANNOUNCE listing on the ECU email system and at: <http://www.ecu.edu/alert/>.

In case of tornado or hurricane, students, faculty, and staff should proceed to interior areas where there are no windows. In case of fire, vacate the building according to posted fire escape routes or follow the stair exit signs. Do not use the elevators in case of fire.

CPR Assistance

Most PA Faculty are certified in cardiopulmonary resuscitation (CPR) and able to assist in an emergency.

First Aid Supplies – A first aid kit is available in the PADP office.

Some points of importance in times of emergency:

1. In case of any emergency requiring evacuation of the building, each instructor is responsible for the evacuation of the students in that classroom.
2. The PA Department evacuation assembly area is on the east side of the parking lot adjacent to the duck pond. If that is not available, the secondary assembly area is the north side of the parking lot adjacent to Route 43 (5th Street). Designated faculty or staff will be available to take attendance of all faculty, staff, and students in our department. Do not leave assembly area without notifying responsible parties.
3. While evacuating, move expeditiously, but do not run. Help disabled personnel during the evacuation. If you cannot get them out of the building, move them to a fire-resistant area, such as a stairwell, and notify ECU police or firefighters on the scene.
4. Know where the nearest stairs are at all times (from your office, your classroom, restrooms, library, etc.). The evacuation floor plans are posted throughout the building. Do not use the elevators in the case of a fire or other emergency that might compromise elevator functioning.
5. In the presence of smoke, the clearest air is close to the floor – thus, it is best to get down and crawl. Walking in smoke can cause you to pass out or get lost. In poor visibility, it is advisable to hold on to the persons ahead and behind you to keep people from becoming lost.

If for any reason you are unable to evacuate, close all doors, seal all cracks with cloth or other suitable material, and signal for help by hanging an object out the window.

Emergency numbers: 911 or 252- 328-6787 – to report the nature of emergency, your name, and your location.

BLOODBORNE PATHOGEN EXPOSURE CONTROL PLAN

Exposure to Bodily Fluids

Exposure to blood, body fluid, serum, or unfixed tissue by needle stick, cut, or splash onto mucous membrane or non-intact skin needs to be evaluated immediately at the facility in which you are working. If the student is working at another hospital outside ECU or Vidant, follow the standard operating procedures for exposure as detailed at the facility where you are working in addition to contacting Student Health Services (252-328-6317) and the PA Program immediately. You may be given post-exposure prophylaxis depending on risk assessment for HIV.

The following is a condensed procedure listing to be followed by students who suffer exposure to possible blood borne pathogen by needle stick, cut, or splash onto mucous membrane or non-intact skin.

ECU Students

Student Exposure at BSOM:

1. Report incident to faculty/supervisor and program director.
2. Complete Non-Patient Incident Report.
3. Report exposure to Prospective Health <https://prospective-health.ecu.edu/>
 - a. Prospective Health will investigate source patient.
 - b. Student evaluation, treatment, and follow-ups at Student Health Services.

Student exposure at other ECU Health Science Center facility:

1. Report incident to faculty preceptor and program director.
2. Faculty preceptor will contact Prospective Health for assistance in completing source patient evaluation.
3. Faculty preceptor will refer the student to Student Health Services for evaluation, treatment, and follow-up.

Student exposure at other ECU facility:

1. Student will report exposure to ECU faculty preceptor or supervisor.
2. Faculty preceptor or supervisor will perform the source patient evaluation and may contact Prospective Health for advice.
3. Faculty preceptor or supervisor will refer the student-to-Student Health Services for evaluation, treatment, and follow-up.

Student exposure at Vidant:

1. Student will report exposure to faculty preceptor and program director.
2. Student will report exposure to ECU Health Occupational Health at 252-847-4386
3. Faculty preceptor will refer student to Student Health Services for evaluation, treatment, and follow-up.

Student exposure at other facility:

1. Student will report exposure to faculty preceptor on site and clinical coordinator.
2. Student will complete facility incident report.
3. Faculty preceptor will evaluate source patient.
4. Faculty preceptor will refer student for evaluation to the following:

- a. Student Health Services if student returns to Greenville daily; or occupational health at the current facility if the student cannot return to Greenville.
- b. Student surveillance will continue at Student Health Services upon the student's return to campus if treatment initiated at the local facility.
- c. Unless covered by the clinical facility per ECU legal agreement, all expenses for the exposed student's medical care and treatment are the responsibility of the student.

Other Student Issues:

1. If the exposure adversely affects the academic or curricular performance of the student, the Dean of the College or director of the curriculum may be notified by the physician caring for the student (with the student's consent) or by the faculty supervisor.
2. Student evaluation or treatment at Student Health Services may result in charges not covered by student fees. Charges for these services should be submitted to the student's health insurance for coverage.

SECTION FIVE

COMPETENCIES FOR THE PHYSICIAN ASSISTANT PROFESSION

As future physician assistants, it is important to be knowledgeable about important documents related to scope, practice and expectations of physician assistants as defined by our professional organizations and governmental bodies. The competencies for the Physician Assistant Profession are one such document which all practicing PAs should be familiar with.

(Adopted 2005, reaffirmed 2010, 2018, amended 2013, 2021)

Introduction

This document defines the specific knowledge, skills, and attitudes that physician assistants (PAs) in all clinical specialties and settings in the United States should be able to demonstrate throughout their careers. This set of competencies is designed to serve as a roadmap for the individual PA, for teams of clinicians, for healthcare systems, and other organizations committed to promoting the development and maintenance of professional competencies among PAs. While some competencies are acquired during the PA education program, others are developed and mastered as PAs progress through their careers. The PA professional competencies include seven competency domains that capture the breadth and complexity of modern PA practice. These are:

- (1) knowledge for practice
- (2) interpersonal and communication skills
- (3) person-centered care
- (4) interprofessional collaboration
- (5) professionalism and ethics
- (6) practice-based learning and quality improvement
- (7) society and population health.

The PA competencies reflect the well-documented need for medical practice to focus on surveillance, patient education, prevention, and population health. These revised competencies reflect the growing autonomy of PA decision-making within a team-based framework and the need for the additional skills in leadership and advocacy. As PAs develop greater competency throughout their careers, they determine their level of understanding and confidence in addressing patients' health needs, identify knowledge and skills that they need to develop, and then work to acquire further knowledge and skills in these areas. This is a lifelong process that requires discipline, self-evaluation, and commitment to learning throughout a PA's professional career.

1. Knowledge for Practice

Demonstrate knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. PAs should be able to:

- 1.1 Demonstrate investigative and critical thinking in clinical situations.
- 1.2 Access and interpret current and credible sources of medical information.
- 1.3 Apply principles of epidemiology to identify health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for individuals and populations.

- 1.4 Discern among acute, chronic, and emergent disease states.
- 1.5 Apply principles of clinical sciences to diagnose disease and utilize therapeutic decision-making, clinical problem-solving, and other evidence-based practice skills.
- 1.6 Adhere to standards of care, and to relevant laws, policies, and regulations that govern the delivery of care in the United States.
- 1.7 Consider cost-effectiveness when allocating resources for individual patient or population-based care.
- 1.8 Work effectively and efficiently in various healthcare delivery settings and systems relevant to the PA's clinical specialty.
- 1.9 Identify and address social determinants that affect access to care and deliver high quality care in a value-based system.
- 1.10 Participate in surveillance of community resources to determine if they are adequate to sustain and improve health.
- 1.11 Utilize technological advancements that decrease costs, improve quality, and increase access to healthcare.

2. Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. PAs should be able to:

- 2.1 Establish meaningful therapeutic relationships with patients and families to ensure that patients' values and preferences are addressed and that needs and goals are met to deliver person-centered care.
- 2.2 Provide effective, equitable, understandable, respectful, quality, and culturally competent care that is responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.
- 2.3 Communicate effectively to elicit and provide information.
- 2.4 Accurately and adequately document medical information for clinical, legal, quality, and financial purposes.
- 2.5 Demonstrate sensitivity, honesty, and compassion in all conversations, including challenging discussions about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics.
- 2.6 Demonstrate emotional resilience, stability, adaptability, flexibility, and tolerance of ambiguity.
- 2.7 Understand emotions, behaviors, and responses of others, which allows for effective interpersonal interactions.
- 2.8 Recognize communication barriers and provide solutions.

3. Person-centered Care

Provide person-centered care that includes patient- and setting-specific assessment, evaluation, and management and healthcare that is evidence-based, supports patient safety, and advances health equity.

PAs should be able to:

- 3.1 Gather accurate and essential information about patients through history taking, physical examination, and diagnostic testing.
- 3.2 Elicit and acknowledge the story of the individual and apply the context of the individual's life to their care, such as environmental and cultural influences.

- 3.3 Interpret data based on patient information and preferences, current scientific evidence, and clinical judgment to make informed decisions about diagnostic and therapeutic interventions.
- 3.4 Develop, implement, and monitor effectiveness of patient management plans.
- 3.5 Maintain proficiency to perform safely all medical, diagnostic, and surgical procedures considered essential for the practice specialty.
- 3.6 Counsel, educate, and empower patients and their families to participate in their care and enable shared decision-making.
- 3.7 Refer patients appropriately, ensure continuity of care throughout transitions between providers or settings, and follow up on patient progress and outcomes.
- 3.8 Provide healthcare services to patients, families, and communities to prevent health problems and to maintain health.

4. Interprofessional Collaboration

Demonstrate the ability to engage with a variety of other healthcare professionals in a manner that optimizes safe, effective, patient- and population-centered care. PAs should be able to:

- 4.1 Work effectively with other health professionals to provide collaborative, patient-centered care while maintaining a climate of mutual respect, dignity, diversity, ethical integrity, and trust.
- 4.2 Communicate effectively with colleagues and other professionals to establish and enhance interprofessional teams.
- 4.3 Engage the abilities of available health professionals and associated resources to complement the PA's professional expertise and develop optimal strategies to enhance patient care.
- 4.4 Collaborate with other professionals to integrate clinical care and public health interventions.
- 4.5 Recognize when to refer patients to other disciplines to ensure that patients receive optimal care at the right time and appropriate level.

5. Professionalism and Ethics

Demonstrate a commitment to practicing medicine in ethically and legally appropriate ways and emphasizing professional maturity and accountability for delivering safe and quality care to patients and populations.

PAs should be able to:

- 5.1 Adhere to standards of care in the role of the PA in the healthcare team.
- 5.2 Demonstrate compassion, integrity, and respect for others.
- 5.3 Demonstrate responsiveness to patient needs that supersedes self-interest.
- 5.4 Show accountability to patients, society, and the PA profession.
- 5.5 Demonstrate cultural humility and responsiveness to a diverse patient populations, including diversity in sex, gender identity, sexual orientation, age, culture, race, ethnicity, socioeconomic status, religion, and abilities.
- 5.6 Show commitment to ethical principles pertaining to provision or withholding of care, confidentiality, patient autonomy, informed consent, business practices, and compliance with relevant laws, policies, and regulations.
- 5.7 Demonstrate commitment to lifelong learning and education of students and other healthcare professionals.
- 5.8 Demonstrate commitment to personal wellness and self-care that supports the provision of quality patient care.
- 5.9 Exercise good judgment and fiscal responsibility when utilizing resources.
- 5.10 Demonstrate flexibility and professional civility when adapting to change.
- 5.11 Implement leadership practices and principles.

5.12 Demonstrate effective advocacy for the PA profession in the workplace and in policymaking processes.

6. Practice-based Learning and Quality Improvement

Demonstrate the ability to learn and implement quality improvement practices by engaging in critical analysis of one's own practice experience, the medical literature, and other information resources for the purposes of self-evaluation, lifelong learning, and practice improvement.

PAs should be able to:

- 6.1 Exhibit self-awareness to identify strengths, address deficiencies, and recognize limits in knowledge and expertise.
- 6.2 Identify, analyze, and adopt new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.
- 6.3 Identify improvement goals and perform learning activities that address gaps in knowledge, skills, and attitudes.
- 6.4 Use practice performance data and metrics to identify areas for improvement.
- 6.5 Develop a professional and organizational capacity for ongoing quality improvement.
- 6.6 Analyze the use and allocation of resources to ensure the practice of cost-effective healthcare while maintaining quality of care.
- 6.7 Understand of how practice decisions impact the finances of their organizations, while keeping the patient's needs foremost.
- 6.8 Advocate for administrative systems that capture the productivity and value of PA practice.

7. Society and Population Health

Recognize and understand the influences of the ecosystem of person, family, population, environment, and policy on the health of patients and integrate knowledge of these determinants of health into patient care decisions.

PAs should be able to:

- 7.1 Apply principles of social-behavioral sciences by assessing the impact of psychosocial and cultural influences on health, disease, care seeking, and compliance.
- 7.2 Recognize the influence of genetic, socioeconomic, environmental, and other determinants on the health of the individual and community.
- 7.3 Improve the health of patient populations
- 7.4 Demonstrate accountability, responsibility, and leadership for removing barriers to health.

ECU PA PROGRAM CLINICAL AND TECHNICAL SKILL PROFICIENCIES

At a minimum upon graduation, all PA students will demonstrate adequate performance of the following clinical and technical skills as determined by any of the following: check off sheet, preceptor evaluation, summative station, OSCE/CSE, competency, faculty attestation, or other assessment tool determined by the program.

Procedures and Skills

- Pre-Surgery Aseptic Technique
- Local Anesthesia
- Wound Closure (suture/staple)
- Suture/Staple Removal
- Incision & Drainage
- Wound Cleaning & Dressing
- Joint/Limb Immobilization
- Foley Catheter Insertion
- Pap test or Vaginal Swab
- Pelvic Exam
- Fetal Heart Sounds
- Fundal Height
- Otoscopic Exam
- Ophthalmoscopic Exam
- Neurologic Exam
- Infant Exam
- Child Exam
- Adolescent Exam
- Rectal Exam
- EKG Interpretation
- Intramuscular Injection
- IV Insertion
- Immunizations (PEDS VS. ADULT)
- BEERS list review

Laboratory Interpretations

- CBC w/diff
- CMP
- Urinalysis/Urine Dipstick
- Spirometry/PFT (*RT)

Radiographic Interpretations

- CXR
- KUB
- Bone film (peds vs. adult or both)

HANDBOOK RECEIPT

I have received instructions regarding the online copy of the Student Handbook for the Physician Assistant Studies Program. I understand that I am responsible for the information contained in this Handbook, and I will abide by the standard operating procedures as stated in this Handbook. I also understand that, at any time, the Physician Assistant Studies Program may change a standard operating procedure, and that I will be responsible for any changes. I also acknowledge that this Handbook not only contains information that is helpful to me as a new student in the East Carolina University Physician Assistant Studies Program but also contains information about graduation, licensure, and certification. Therefore, since this Handbook may be the only source of such information and will be referred to by the faculty of the Physician Assistant Studies Program, I will keep this Handbook available for use throughout my education in this professional program.

Name: _____

Print

Signature

Date

NCCPA AND AAPA PERSONAL INFORMATION RELEASE FORM

I authorize the East Carolina University Department of Physician Assistant Studies to release to The National Commission on Certification of Physician Assistants my social security number, name, date of birth, gender, address, email address, graduation date, or other information that they may require to ensure my eligibility to take the PANCE.

I authorize the East Carolina University Department of Physician Assistant Studies to release to the American Academy of Physician Assistants my name, date of birth, gender, address, email address, graduation date, or other information that they may require, excluding social security number, to ensure my eligibility to be a member of the SAAAPA or a future member of the AAPA.

Exclusions:

Name: _____
Print

Signature

Date

RELEASE OF IMMUNIZATION INFORMATION AND TB TEST RESULTS

I authorize the East Carolina University Department of Physician Assistant Studies to release my personal information regarding immunization status and TB test results to preceptors, hospitals, or other institutions that require that information to allow me to function in the role as a PA student in their areas of authority.

Name: _____
Print

Signature

Date

VIDEO CONSENT AND RELEASE

In consideration of being permitted to participate in video recordings at East Carolina University (“ECU”), I hereby grant to ECU the absolute and irrevocable right and unrestricted permission in respect of my name, photographic portraits or pictures, likeness, voice, or any or all of them, or in which I may be included with others, to copyright the same, in ECU’s own name or otherwise to use, re-use, publish, and re-publish the same in whole or in part, individually, or in any and all media now or hereafter known, and for any purpose whatsoever for illustration, promotion, art, editorial, advertising, or any other purpose whatsoever without restriction as an alternation.

In consideration of being permitted to participate in video recordings, I hereby release and discharge ECU from any and all claims and demands arising out of or in connection with the use of my photograph, name, likeness, or voice including without limitation any and all claims for libel or invasion of privacy with my participation in video recordings.

I fully understand that my participation in video recordings is completely voluntary, and this confirms that I am of full age and have the right to contract in my own name. This acknowledges that I have read the foregoing and fully understand the contents thereof. This release shall be binding upon heirs, my legal representatives, assigns, and me.

In witness thereof, I have caused this Consent and Release to be executed this ____ day of _____, 20_____.

Witness:

Participant:

Print Name

Print Name

Signature

Signature

COVID-19 PROTECTIONS, CONSIDERATIONS, and POLICIES

I acknowledge that I have read, understand, and agree to abide by the COVID-19 Protections, Considerations and Policies of this handbook. Furthermore, I understand that full Covid vaccination is strongly recommended and according to the CDC our best weapon against the virus. PA students who are not able to document full immunization should contact student health for information on a COVID surveillance testing program. Students who are in good academic standing but not vaccinated should consider a contingency that involves rematriculating into the PA program and restarting their education with a future cohort should they require extended leave due to Covid related illness.

Name: _____
Print

Signature

Date

REVISIONS IN HANDBOOK

DATE