Creighton UNIVERSITY

School of Medicine
Physician Assistant Program

STUDENT HANDBOOK

Academic Year

2021-2022

2500 California Plaza

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Omaha, NE 68178

https://www.creighton.edu/program/physician-assistant-mpas

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Message from the Director

Greetings,

As Program Director, I offer an enthusiastic welcome to the Creighton University Physician Assistant class of 2023. The faculty and staff of the Creighton PA program are dedicated to supporting you throughout your academic path to become a PA. We encourage you to explore your potential and hope to foster in you a commitment to lifelong learning.

This program was built upon the central tenets of academic excellence and service to humankind. We uphold the Ignatian principles upon which Creighton University was founded and believe your journey through this program will transform you, both personally and professionally.

On behalf of the program's faculty and staff, congratulations and let the journey begin!

Stephane P. VanderMeulen, MA, MPAS, PA-C
Associate Professor
Program Director, Creighton University PA Program
Chair, Department of Health Professions, Creighton School of Medicine

All program procedures and policies apply to all students enrolled in the Creighton University PA Program. All PA program personnel, including the Program Director, Medical Director, faculty and staff are expected to abide by and apply the policies contained herein equally to all students, regardless of the location at which instruction occurs.

1. **Mission and Goals**

   1.1. Creighton University Mission

   Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate and professional programs. As Catholic, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church. As Jesuit, Creighton participates in the tradition of the Society of Jesus, which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ. As comprehensive, Creighton's education embraces several colleges and professional schools and is directed to the intellectual, social, spiritual, physical and recreational aspects of students' lives and to the promotion of justice. Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, the inalienable worth of each individual and appreciation of ethnic and cultural diversity are core values of Creighton. Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover new knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

   1.2. Physician Assistant Program Mission

   The Creighton University physician assistant program mission is to foster a tradition of excellence by transforming learners into compassionate physician assistants who are dedicated to exemplary patient care. Rooted in our Ignatian heritage, we empower students to realize their full potential through a commitment to professional growth and service to humanity.

   1.3. Physician Assistant Program Goals

   Goal 1

   Increase the diversity of the PA workforce by recruiting, retaining, and graduating students from diverse backgrounds.

   Creighton is committed to improving the diversity of the health care workforce. The PA program values and embraces a diverse community that reflects different races and national origin, ethnicity, age, culture, sexual orientation, sexual identity, gender identity and expression, socioeconomic status, religious affiliation, spiritual practice, and mental and physical ability/disability.

   Goal 2

   Support a culture of service to others and to community.
   Consistent with our mission, service to humanity will be emphasized throughout the program. The admissions process will select for applicants who have demonstrated a commitment to service to others. Service activities will be incorporated into the curriculum and students will be encouraged to seek extracurricular service opportunities.

Goal 3

Foster the personal and professional development of students as medical providers.
A commitment to personal and professional growth is a program priority. Students will participate in a dynamic curriculum that integrates ethical and professional principles throughout, allowing for student growth and a better understanding of one's own biases and beliefs. This process will involve instruction, mentoring and feedback as well as self-reflection activities. Professional behaviors will be evaluated by faculty and clinical preceptors using professionalism evaluations. Feedback and mentoring will be provided on an ongoing basis. Students will be asked to reflect on their professional behaviors and to explore their own personal set of values and beliefs.

Goal 4

Deliver an educational experience that provides students with the knowledge and skills necessary for entry level practice as physician assistants.
Students will participate in an integrated curriculum and a broad array of clinical experiences that will prepare them to enter the workforce in a wide variety of practice settings.

Goal 5

Achieve a first time PANCE pass rate that is above the national average.
This goal will be measured annually with the NCCPA provided data on program first time pass rate as compared to the national average.

2. **Management**
   2.1. PA Program

   The PA Program is administratively housed in the Department of Health Professions, a department of the Creighton University School of Medicine. The PA Program is led by the Program Director, who reports directly to the Chair of the Department of Health Professions and, in turn, the Dean of the School of medicineMedicine. Faculty and staff of the PA program report to the PA Program Director. All principle faculty of the PA Program have primary faculty appointments in the Department of Health Professions within the Creighton School of Medicine but may hold secondary academic appointments to other Departments in schools or colleges within the university.

   2.1.1.   PA Program Office Policies

   2.1.1.1. Faculty Office Visits
   In addition to teaching, faculty have other administrative, research and clinical responsibilities. Whenever possible, students are encouraged to make an appointment if they wish to speak with a faculty member. Appointments can be made by contacting individual faculty members directly via phone or email. Time spent with faculty should be for counseling, advisement, questions or other concerns related to Program performance. Drop-in appointments may be accommodated, however, students must stop at the PA office front desk and ask program staff to check the faculty member's availability before proceeding to their office.

   2.1.1.2. Official Communication
   Email is the official form of communication between administration/faculty/staff and students during both phases of the program. All students will be assigned a Creighton University email address. All PA program communication to students will be directed to CU email accounts. It is the responsibility of students to check

their Creighton-issued email account for announcements daily. Students should communicate with the Program, faculty, and staff via email and not through text messages, social media accounts or other means.

2.1.1.3. Faculty as Medical Providers

Faculty members, including the Program Director, principal faculty and the PA Program's Medical Director, are not allowed to serve as health care providers or to give personal/family medical advice to PA students except in emergencies. Please refrain from approaching faculty members with personal medical questions. Similarly, asking guest lecturers or instructional faculty for personal/family medical advice is unprofessional and inappropriate.

2.2. Office of Student Affairs

The Office of Student Affairs, supported by the Assistant Dean for Student Affairs in Phoenix, is directed by the School of Medicine's Associate Dean for Student Affairs, is responsible for overseeing all student services within the school. In addition to the Associate Dean, the Office of Student Affairs includes individuals with duties and responsibilities for student affairs for the PA program including the Financial Aid Coordinator and Academic Success Consultants.

Financial Aid Coordinator: The Financial Aid Coordinator is responsible for assisting students with financial aid applications, loan processing, and scholarship information. The coordinator provides debt management counseling, provides financial aid exit interviews for all students, and is responsible for maintaining the financial records for Student Affairs.

Academic Success Consultants: The Academic Success Consultants are responsible for assessing students' academic problems and assisting students with study and test-taking skills. The academic success consultants also oversee the student tutoring, preview/review sessions, supplemental instruction program, and Vital Signs Mentoring Program.

3. Technical Standards

The MPAS degree attests to the mastery of general knowledge in all fields requisite for the practice of medicine. The awarding of the MPAS degree signifies that the holder is a person who is prepared for the practice of medicine. Thus, the graduate of Creighton University School of Medicine's PA program must possess the knowledge and skills to function in a wide variety of clinical settings and to render a wide spectrum of patient care.

To acquire the necessary knowledge and skills, PA students must possess certain sensory and motor functions to permit them to carry out activities described below. PA students must be able to integrate all information received by whatever sensory function is employed and to do so consistently, rapidly, and accurately. Furthermore, students must be able to learn, integrate, analyze, and synthesize data.

PA students must demonstrate the ability to tolerate physically challenging workloads and to function effectively under stress. Attending to the needs of patients is at the heart of becoming a PA. Academic and clinical responsibilities of PA students may require their presence during daytime and nighttime hours, any day of the year.

Candidates for the PA degree must have a variety of abilities and skills including: observation; communication; motor; intellectual-conceptual, integrative and quantitative; and attitudinal-behavioral, interpersonal and emotional.

Technological accommodation is available to assist in certain cases of disability and may be permitted in certain areas. However, under all circumstances, students should be able to perform in a reasonably independent manner.

- Observation: Students be able to observe demonstrations, experiments, and laboratory exercises in the basic sciences. They must be able to observe a patient accurately at a distance and close at hand. PA students must be capable of reviewing and interpreting diagnostic modalities and to detect and interpret non-verbal communication from the patient.

- Communication: Students must be able to communicate with patients and colleagues. They should be able to obtain the history of a patient and respond to the patient. Students must be able to read and write in standard format and must be able to interact with computers in rendering patient care. Candidates and students must be proficient enough in English to be able to prepare a legible patient evaluation and present the evaluation orally in a focused manner to other health care professionals. Students must be able to communicate effectively with patients and family members and to elicit a clinical history. Students must be able to access and use electronic systems sufficient to review and create documentation in electronic records.

- Motor: Students must have sufficient motor function so that they are able to execute movements reasonably required to perform a physical examinations and diagnostic maneuvers, including the ability to inspect various physical signs and recognize normal versus abnormal findings. They must be able to elicit information from patients using the techniques of inspection, palpation, auscultation, percussion, and other diagnostic maneuvers. They must be able to execute the motor movements reasonably required to provide general care and emergency treatment to patients in accordance with currently acceptable medical practice. Students must be able to utilize gross and fine manual palpation, touch, vibratory sensation, and temperature sensation in describing and evaluating various body parts.

- Intellectual-Conceptual, Integrative and Quantitative Abilities: Students must possess a range of skills that allow mastery of the complex body of knowledge that comprises a medical education. Students must be able to recall large amounts of information; perform scientific measurements and calculations; and to understand and cognitively manipulate three-dimensional models. Students must be able to learn effectively through a variety of modalities including but not limited to: classroom instruction, small group discussion, individual reading and study of materials, preparation and presentation of written and oral reports, and use of computer-based technology. Students must exhibit reasoning abilities sufficient to analyze and synthesize information from a wide variety of sources. The program's expectation is for the student to be capable of rendering patient care by solving difficult problems and making diagnostic and therapeutic decisions in a timely fashion.

- Attitudinal, Behavioral, Interpersonal, and Emotional Attributes: Because the medical profession is governed by generally-accepted ethical principles and by state and federal laws, candidates and students must have the capacity to learn and understand these values and laws and to perform within their guidelines. PA students must be able to relate to patients, staff and colleagues, with honesty integrity, non-discrimination, self-sacrifice, and dedication. PA students must be able to develop mature, sensitive, and effective relationships with patients.

    PA students must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision-making. Students must be able to communicate and care for persons whose culture, sexual orientation, or spiritual beliefs are different from their own in a non-

judgmental way. Students must be able to examine the entire patient of any gender, regardless of the social, cultural, or religious beliefs of the student.

Students must be of sufficient emotional and mental health to utilize fully their intellectual abilities, to exercise good judgment, to complete patient care responsibilities promptly, and to relate to patients, families, and colleagues with courtesy, compassion, maturity, and respect.

Students must be able to modify their behavior in response to constructive feedback. They must be capable of being non-judgmental when caring for a patient and not allow their own personal attitudes, perceptions, and stereotypes compromise care of the patient.

Technological accommodation is available to assist in certain cases of disability and may be permitted in certain areas. However, under all circumstances, a candidate for the PA degree should be able to perform and achieve these standards in a reasonably independent manner. Students will be assessed regularly on their abilities to meet the requirements of the curriculum according to the Academic, Professional and Technical Standards of the PA Program.

4. **Student Rights**
   4.1. Equity and Inclusion

   Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008 provide for reasonable accommodations and services to qualified individuals with disabilities. Creighton University requires that written documentation of a student's disability be provided to the Director of Disability Services before any assistance can be provided. This written document must be provided by a qualified evaluator as determined by the Director of Disability Services, and should provide current recommendations for a postsecondary setting.
   https://www.creighton.edu/generalcounsel/officeofequityandinclusion/aboutus/.

   4.2. ADA
   Students with qualified disabilities may request reasonable accommodations and services. Students must request accommodations from the Office of Disability Accommodations, provide documentation, and complete a written needs assessment. While accommodations may be requested at any time, we recommend students request accommodations at least 5 weeks in advance of a course or clinical experience to ensure such accommodations are granted in a timely manner. The Office of Disability Accommodations can be found at https://www.creighton.edu/disabilitysupportservices/ or (402) 280-2195.

   4.3. Student Grievances
      4.3.1. Harassment and Discrimination

      Creighton University believes that individuals should be treated with respect and dignity, and that any form of harassment, discrimination, sexual and/or relationship misconduct is a violation of human dignity. The Creighton University policies on harassment, discrimination, sexual and relationship misconduct can be found online at https://www.creighton.edu/generalcounsel/officeofequityandinclusion/policyinformation/

      Individuals who believe themselves to be victims of harassment or discrimination should immediately report the details to the Office of Equity and Inclusion, 402-280-4120 or 402.280.2775, OR, anonymously or online at: https://www.creighton.edu/safety/tell-someone

      Additional information and support is available at the Office of Community Standards and Wellbeing: https://studentlife.creighton.edu/about/departments-staff/office-community-standards-and-wellbeing

Individuals may also receive support from Creighton's Violence Intervention and Prevention Center. See:
https://www.creighton.edu/generalcounsel/violenceinterventionandpreventioncenter/

4.3.2. Positive Learning Environment

The mission statement of Creighton University states: "Creighton exists for students and learning." Thus, it is vital to create a positive learning environment for learners at all levels of education (including undergraduate students, graduate students, medical students, hospital residents, and fellows). Mistreatment of students/learners and abuse of power is unprofessional and antithetical to the Creighton mission.

Procedure for Reporting Unacceptable Behaviors

Students/learners are encouraged to report unacceptable behavior as soon as possible following the incident(s). Observers are also encouraged to report witnessed incidents of unacceptable behavior.

- As noted in the University's Policies, a member of the University community who believes himself or herself to be the victim or harassment and/or discrimination, or any individual who has witnessed or has knowledge of such conduct is encouraged to report the information to the University to enable it to investigate and to take corrective action where appropriate. (See section 4.3.1)
- Reports of incidents should be made to the Associate Dean for Student Affairs (402-280-2905) in Omaha; to the Assistant Dean for Student Affairs in Phoenix (602-406-5056) or online at https://studentlife.creighton.edu/about/departments-staff/office-community-standards-and-wellbeing. The Assistant and Associate Deans shall follow university policy and handling all complaints, including reporting such complaints to the Office of Equity and Inclusion.
- The Office of Student Affairs and the PA Program will make all reasonable attempts to maintain confidentiality and to protect students from harm or retaliation. Any form of retaliation following the reporting of alleged unacceptable behavior is forbidden, and complaints of retaliation will be dealt with by the Dean of the School of Medicine and in accordance with applicable university policies.

Investigations of reports of Unacceptable Behavior:

- Within ten (10) days of receiving the report of Unacceptable Behavior, the Associate Dean for Student Affairs will discuss the incident(s) with the PA Program Director and require an immediate investigation of the incident(s).
- Upon receiving the report of incident(s) of alleged Unacceptable Behavior, the PA Program Director will institute an investigation and develop an action plan for resolution of the problem and/or discipline of the responsible individual(s), if the allegations are substantiated.
- The PA Program Director will prepare a written report of the action plan and/or disciplinary actions; normally this report will be given within one (1) month to the Associate Dean for Student Affairs.
- Upon receipt of the written report of the action plan and/or disciplinary actions, the Associate Dean for Student Affairs will schedule a meeting with the student(s) initiating the original complaint to discuss the actions taken.

If a complaint cannot be resolved after exhausting the institution's grievance procedure, the student may contact the state licensing authority, the University's accreditor or state attorney general. A

complete list of contact information for state licensing authorities is available by clicking on the State Contact List link at: https://www.creighton.edu/office-president/student-complaint-0.

4.3.3. Academic Grievances

    4.3.3.1. Course Grade Disputes

Students may dispute a final course grade of Unsatisfactory (UN) that they believe has been assigned in an arbitrary or capricious manner. The student must first attempt to informally resolve grade disputes with the course director. The student must request information regarding grade resolution from the course director within five (5) working days of the issuance of the grade. Normally, both parties must participate in the informal resolution within three (3) working days of the request. The student and/or the course director may request involvement of the Director of Didactic Education during informal resolution.

If the grade dispute is not resolved informally, the student may formally escalate the grade dispute to the PA Program Director. To initiate the grade grievance process, the student must submit in writing why the student believes the grade was assigned in an arbitrary or capricious manner. The student must submit the grade grievance, along with any supporting documentation, to the PA Program Director within five (5) working days of failing to resolve the issue informally. Following receipt of a grade grievance, the PA Program Director will chair and appoint an ad hoc Grievance Committee composed of two faculty who are not the course director of the disputed course grade and the PA Program Medical Director. The chair is a non-voting member, except in the case of a tie vote.

The Course Director will provide the committee with the course syllabus, any additional information on course grading policy, and documents evaluating the student's performance, as well as any other pertinent information requested by the committee. This information will also be provided to the student making the grade grievance. The student will also be required to submit any pertinent documentation requested by the committee. The committee may seek any additional witnesses or information it requires to review the matter.   Within 10 working days of being convened, the Committee will conduct its initial review of the student's grade grievance and shall normally determine an outcome within 15 working days. If the committee upholds the grade, the PA Program Director will inform the student in writing that the grade grievance is denied, and the process is terminated. Otherwise, the committee will identify any mechanisms that were applied arbitrarily and capriciously and return the matter to the Program Director. The Program Director will present the decision to the Course Director, who will apply the plan and recalculate the grade of the student filing the grievance. The Program Director will then inform the student, in writing, of the decision, and the process is terminated. All decisions rendered by the Grievance Committee are binding and final.

    4.3.3.2. Decisions of the Student Advancement Committee

The PA Program Student Advancement Committee is charged with making recommendations for student advancement, remediation, deceleration and dismissal for academic and professional issues. Students who wish to appeal the decision of the PA Program Student Advancement Committee may appeal the decision to the PA Program Director.

The student must submit a written appeal of the Student Advancement Committee's decision to the PA Program Director within 10 calendar days of the student being notified of the Committee's decision. Such appeals may only be made based upon allegations of procedural error or

inconsistency with the policies of the PA Program. The PA Program Director will review the student's academic record, the Student Advancement Committee's report, case documents and committee recommendation, and the information provided by the student in his or her appeal.

The Program Director may:
- Send the case back to the PA Program Student Advancement Committee, with feedback, for reconsideration. The Committee will then reconvene and review the case with the Program Director's feedback in consideration. The committee's decision to either uphold the original recommendation or amend the recommendation will then be forwarded to the PA Program Director for final decision. The Program Director may only return the case to the PA Program Student Advancement Committee one time.
- Overturn the PA Program Student Advancement Committee's decision.
- Uphold the decision of the PA Program Student Advancement Committee and the decision will stand as final.

If a student wishes to appeal the decision of the PA Program Director, the student may appeal to the Dean of Medicine within five business days of the PA Program Director's decision. In this instance, the student will submit a written appeal outlining the reasons he or she believe that the appeal is warranted based on the criteria of procedural error or inconsistency with the policies of the PA program. The entire appeal file will be submitted to the Dean for review. The Dean may interview any of the involved parties. A final decision by the Dean will be made within 15 days of receiving the written appeal and case documents. All decisions made by the Dean are final and binding.

5. **Academic Records**

5.1. Confidentiality of Student Records

Creighton's policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act" (FERPA) Please refer to the Office of the Registrar for policies and procedures related to student privacy rights under FERPA at
http://www.creighton.edu/registrar/confidentialityprivacyferpa/

5.2. Transcripts

The student's academic transcript is maintained in the Creighton University Office of the Registrar. Creighton University partners with the National Student Clearinghouse Transcript Ordering Center to provide copies of transcripts. Current and former students may order transcripts online at any time for a nominal fee. Information on ordering transcripts can be found here:
http://www.creighton.edu/registrar/transcriptorders/

5.3. Right to File Complaint

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Creighton University to comply with requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

5.4. Academic Record Contents & Access to Records

A student's PA Program academic record includes:

- Application materials including the CASPA application, undergraduate transcripts and supplemental application materials
- Criminal background check results
- Results of drug testing
- Documentation that the student met all immunization and health requirements while enrolled in the program
- Records of student academic performance while in the program
- Information on volunteer work participation submitted by the student or others
- Documentation of course remediation efforts and outcomes, including Student Advancement Committee recommendations and correspondence
- Summaries of any formal academic or behavioral disciplinary action taken against the student.
- Documentation of acknowledgements of receipt of the Student Handbook, Technical Standards attestation form and other similar items
- Student authorization forms for the use of University facilities and records release
- Certificate of Satisfactory Program Completion, documenting that the student has met the requirements for program completion.

A student has electronic access to his or her academic record and may review the contents of the record at any time by logging into Documentum (https://appxtender-web.creighton.edu/appxtender) using the NetID and password or by contacting the Physician Assistant Program during regular business hours.

6. **Enrollment and Attendance**

6.1. Enrollment

All students must be enrolled full time in the PA program. No advanced standing based upon previous course work or part time enrollment is permitted. Certain exceptions may apply in the case of students who are on a decelerated remediation plan. Registration for each session must be completed as prescribed by the Program.

6.2. Sequencing

All students must complete courses within the curriculum in the sequence in which they are planned. Exceptions will only be made in the instance that a student is formally decelerated by the Student Advancement Committee according to program policies. In such instances, the sequence and course load will be determined by the student's individual remediation or deceleration plan.

6.3. Attendance

Because of the integrated, rigorous nature of the PA program curriculum and learning environment, it is imperative that students are present in all academic and supervised clinical practice experiences. **Attendance at all program classes, online learning activities, labs, educational activities and clinical experiences is MANDATORY.** Attendance is considered an aspect of professionalism and individual responsibility.

6.3.1. Designated State/University Holidays
Students are typically scheduled to be off during normal University designated holidays during the didactic phase. University holidays are not universally guaranteed to students during the clinical phase of the program. Students are expected to be at the supervised clinical practice experience site for any days surrounding holidays when the rotation site is in operation. Please refer to the Clinical Phase Handbook, Clinical Policy 13 for attendance expectations for the clinical phase of the program.

6.3.2. Notification of Absences
Expected absences must be approved in advance with the PA program and the course director of any missed class. During the clinical phase of the program, expected absences must be approved by the Director of Clinical Education and the preceptor must also be notified by the student. The processes for requesting and reporting emergent and planned absences are outlined below

6.3.3. Process for Requested Absence
In certain extenuating circumstances, excused absences will be considered. Requests will be considered by the Program on a case-by-case basis. The student must follow the procedures outlined below to obtain an excused absence. Failure to follow these procedures will result in an unexcused absence and may result in disciplinary action.

Didactic Phase
- The student must complete and submit an Absence Request Form to the student's advisor at least two weeks prior to the absence date.
- Requests will be reviewed and either approved or denied by the Program Director and PA faculty.
- If the request is approved, the student must obtain signatures from the instructor(s) of each class, activity or clinical experience the student will miss while absent and return the form to the PA Program. Forms must be returned to the Program prior to the planned absence date.
- If the request is denied, the student is expected to attend all classes, clinical experiences and program activities as scheduled. If the student chooses to miss class despite being denied approval, the absence will be marked as an unexcused absence and may result in disciplinary action.

Clinical Phase

- The student must complete and submit an Absence Request Form to the Director of Clinical Education at least two weeks prior to the absence date.
- Requests will be reviewed and either approved or denied by the Director of Clinical Education and returned to the student
- If the request is approved, the student must notify and obtain a signature from their preceptor and return the form to the Clinical Coordinator. Forms must be returned to the Program prior to the planned absence date.
- If the request is denied, the student is expected to attend clinical activities, as scheduled. If the student chooses to miss class despite being denied approval, the absence will be marked as an unexcused absence and may result in disciplinary action.

6.3.4. Process for Emergent Absence
An excused absence will be granted for severe illness of the student, severe illness of a student's immediate family, a death in the student's immediate family or other extenuating circumstances that will be considered on a case-by-case basis. In these instances, the student must follow the process outlined below. Failure to follow the prescribed process will result in an unexcused absence and may result in disciplinary action.

- The student must notify the PA Program and instructor(s) as soon as it becomes evident that they will not be able to attend class.
- Notifications must occur prior to the scheduled class periods unless extenuating circumstances prevent the student from making such notifications.
- An Emergent Absence Form must be completed by the student and submitted to the PA office within one calendar week of the student's return to class. The instructor's signature from each missed class, clinical experience or program activity are required on the form.
- Failure to submit the form within one week of the student's return will result in an unexcused absence and may result in disciplinary action.

6.3.5. Unexcused and Excessive Excused Absences

Consequences for excessive and unexcused absences from any course or program activity may include but are not limited to: reduction of final course grade or failure of the course.

Excessive and unexcused absences will require a meeting with the Student Advancement Committee Excessive absence is considered sufficient reason to consider a student to be academically and/or professionally deficient. The Student Advancement Committee may determine that a student's cumulative absences have substantially interfered with the student's education or signifies a serious deficit in professionalism. This may result in a mandatory corrective action plan outlined by the Student Advancement Committee which may include but is not limited to: remediation of missed material; temporary withdrawal from the program, which may result in delay of graduation; or dismissal from the program. The committee will make a recommendation to the PA Program Director regarding a plan to remediate and assess consequences for the student's unprofessional behavior and the missed academic time.

6.4. Inclement Weather
The decision to close or delay the opening of Creighton University due to severe weather or other emergency situations rests with the President. Independent decisions may not be made at the college, school, or department level.

6.4.1. Closing/Delayed Opening
During severe weather (e.g., winter storms), the decision to close or delay opening the University will be made as early as possible. The Public Relations Department will relay applicable information to the local news media and through CUAlert (See: https://www.creighton.edu/cualert/).

In the event of a campus closing or delay, Creighton University PA Students in the didactic phase of the program in Omaha will not report to their classes in person while the University is closed. Students are expected to resume their academic activities once the University has reopened. The PA Program reserves the right to require students to participate in learning activities via electronic means in lieu of in-person learning activities when campus is closed. Students are advised to listen to local newscasts when severe weather conditions may force the closing or delayed opening of the University. Students may also check

the University Weather Hotline, (402) 280-5800, or check email communications or CU ALERT text messages to determine if the clinics are closing or delaying their opening.

Students in the clinical phase of the program or students in the didactic phase who are scheduled to participate in clinical activities should consult with the preceptor regarding the status of clinical activities and use their best judgment regarding attendance at their clinical site. If weather does not permit safe attendance for that day's clinical activities, the student should notify both the clinical phase faculty of the PA program and their preceptor.

6.5. Withdrawals

    6.5.1. Definition

        A Temporary Withdrawal is defined as a temporary interruption in a student's plan of study with the intent to return.

    6.5.2. Withdrawal Policy

        Students in the PA program at Creighton University may request a Temporary Withdrawal. A temporary withdrawal may be granted when a temporary interruption of a student's academic

        schedule is in the best interest of the student or the PA Program. The Student Advancement Committee is responsible for granting or denying a temporary withdrawal request. In addition, the Student Advancement Committee must approve the return of a student from a temporary withdrawal.

        Time spent on a temporary withdrawal counts toward the maximum time allowed to complete the PA program as outlined in section 6.7 of this document.

        The University's current policy on temporary withdrawal can be found at: http://catalog.creighton.edu/undergraduate/academic-policies-procedures/leave-absence/

        Withdrawal requests must be made:
- After the end of the semester when a student doesn't plan to return for the next semester but plans to return within one year.
- During a semester when a student withdraws from all courses after the withdrawal deadline and plans to return within one year.

        The duration of the temporary withdrawal may be up to one calendar year. A student requesting to return to the Program after being on a temporary withdrawal for longer than one year must make formal application for readmission. Unique circumstances requiring an absence longer than one year (e.g. religious or service obligations) must be discussed and approved by the PA Program Director and the Dean of the School of Medicine. Any leave of absence from the program will result in a corresponding delay of the student's graduation date.

        A temporary withdrawal initiated mid-semester may result in a loss of tuition. Student responsibility for tuition, fees, and any other costs is determined in accordance with the University's Refund Policy and Schedule. Information on the refund policy can be found at https://www.creighton.edu/businessoffice/policies/refundsoverpaymentsandwithdrawals/. Students must re-register for and retake any of those courses that are required upon their return. This will necessitate the repayment of tuition for those courses.

Students should be aware that being on an approved temporary withdrawal does not change the time limit to complete their degree or certificate (48 calendar months, see section 6.7). The time taken during the temporary withdrawal will be included as part of the student's time to completion. Time limitations which pertain to the completion of courses from previous semesters in which a grade of 'I' (Incomplete) was given are not waived.

It is the responsibility of the student to notify the Financial Aid Office prior to the temporary withdrawal to retain future scholarship eligibility. Leaves of absence may affect the student's ability to secure loan funding and it is the responsibility of the student to discuss financial aid and scholarship impacts of withdrawal with the Financial Aid office. During the temporary withdrawal period, students are not considered to be enrolled at Creighton University for the purpose of loan deferments.

If a student is approved for a temporary withdrawal and later is suspended, dismissed, placed on warning for unsatisfactory academic performance or is suspended, dismissed or expelled as the result of a disciplinary action, the sanctions take precedence over a temporary withdrawal and stand as a matter of record.

Only written requests that include specific information about why the temporary withdrawal is being requested will be considered. There is no guarantee that a request will be granted. A temporary withdrawal cannot be approved retroactively.

6.5.3.   Types of Withdrawal
The PA program provides the following temporary withdrawal types:

6.5.3.1.   Temporary Withdrawal - Medical
A medical temporary withdrawal may be granted by the PA Program for documented medical/ mental health issues or if a student's medical/mental health status is seriously impairing the student's academic or clinical performance. The student may return from a medical temporary withdrawal only with appropriate documentation from a qualified provider noting that the student is fit to return and that the student's condition will not impede academic progress or clinical performance and that the student can adhere to the Technical Standards of the School. Students must adhere to the reentry process of the University. See http://www.creighton.edu/fileadmin/user/students/docs/Re-Entry_Instructions_for_Providers.pdf. Prior to re-entering the PA curriculum, the student must also be approved to re-enter by the PA Program Student Advancement Committee.

6.5.3.2.   Temporary Withdrawal – Personal
The School of Medicine may grant a personal temporary withdrawal when personal circumstances (e.g., family illness) seriously impair a student's academic progress. The student may return from a personal temporary withdrawal only after consultation with PA Program Director and approval from the Student Advancement Committee.

6.5.3.3.   Temporary Withdrawal – Academic
The PA Program Student Advancement Committee may place a student on an academic temporary withdrawal due to academic difficulties. A student on academic temporary withdrawal is expected to

address the causes of his/her academic challenges and remediate any deficiencies outlined as a part of the formal remediation plan during this period.

6.5.3.4.   Temporary Withdrawal – Administrative

Pending a resolution of a review by the PA program Student Advancement Committee, PA Program Director or Dean, a student who has been dismissed from the program by the Student Advancement Committee may be placed on an administrative temporary withdrawal for reasons relating to the physical or emotional welfare and/or the health and safety of the student, peers, staff, faculty or patients. Following a decision of the Dean, the student will either be reinstated or dismissed from the School of Medicine.

6.5.3.5.   Temporary Withdrawal - Military Obligations

Creighton University supports its students who are military members of the National Guard or Reserves who are called into active duty for military service by the United States during a war, other operation or national emergency, however, this excludes active duty for training or attendance at a service school. If the student's military service requires an absence longer than one year, the student should discuss this with the Dean of the college or school.

The university's guidelines will apply to approved temporary withdrawals due to military obligations. Information on the university's military leave policy can be found here: http://catalog.creighton.edu/archives/2016-2017/general-information-about-creighton/military-leave-policy/

6.5.4. Withdrawal Procedures

6.5.4.1.   Procedures for Requesting Temporary Withdrawal

A student may request, in writing, a temporary withdrawal from the PA Program Director. This request is forwarded to the Student Advancement Committee, who determines whether a temporary withdrawal will be granted. The PA Program Director may grant a temporary withdrawal, but it must be subsequently approved by the Advancement Committee.

The PA program may impose a temporary withdrawal on a student when it decides it is in the best interest of the student or the PA Program.

Students requesting a temporary withdrawal due to medical reasons must:
- Submit a request for withdrawal in writing to the PA Program Director.
- Complete and submit a withdrawal request form: https://www.creighton.edu/fileadmin/user/Registrar/docs/forms/Temporary_Withdrawal_Request_form_8.18_Fillable.pdf
- Obtain supporting documentation from his/her treating provider.
- Meet with the Office of Financial Aid to determine how financial aid and scholarships may be affected.
- Meet with the Business Office to determine tuition owed/reimbursed.
- Meet with Student Health Services to discuss the status of health insurance coverage during absence.

Students requesting a temporary withdrawal due to personal reasons must:
- Submit a request for withdrawal in writing to the PA Program Director.
- Complete and submit a withdrawal request form: https://www.creighton.edu/fileadmin/user/Registrar/docs/forms/Temporary_Withdrawal_Request_form_8.18_Fillable.pdf
- Meet with the Office of Financial Aid to determine how financial aid and scholarships may be affected.
- Meet with the Business Office to determine tuition owed/reimbursed.
- Meet with Student Health Services to discuss the status of health insurance coverage during absence.
- Submit the completed form to the PA Program Director.

Students requesting a temporary withdrawal due to military obligations must:
- Submit a notification of temporary withdrawal to the PA Program Director
- Complete and submit a withdrawal request form: https://www.creighton.edu/fileadmin/user/Registrar/docs/forms/Temporary_Withdrawal_Request_form_8.18_Fillable.pdf
- Obtain a copy of the military orders.
- Meet with the Office of Financial Aid to determine how financial aid and scholarships may be affected.
- Meet with the Business Office to determine tuition owed/reimbursed.
- Meet with Student Health Services to discuss the status of health insurance coverage during absence.
- Submit the completed form and documentation to the Office of Military & Veterans Affairs.

Students upon whom a temporary withdrawal is imposed by the program must:
- Complete and submit a withdrawal request form: https://www.creighton.edu/fileadmin/user/Registrar/docs/forms/Temporary_Withdrawal_Request_form_8.18_Fillable.pdf
- Meet with the Office of Financial Aid to determine how financial aid and scholarships may be affected.
- Meet with the Business Office to determine tuition owed/reimbursed.
- Meet with Student Health Services to discuss the status of health insurance coverage during absence.
- Submit the completed form to the PA Program Director.

The Center for Health & Counseling and the Office of Military & Veterans Affairs, upon receipt of a request, shall:
- Make a recommendation to the appropriate Dean's Office generally within five (5) business days.

The PA Program and Student Advancement Committee, upon receipt of a request, shall:
- Review recommendation, if applicable, from the Center for Health & Counseling or the Office of Military & Veterans Affairs.
- Consult with the Financial Aid Office, Business Office, and Division of Student Life prior to making a decision.
- Notify the student of the approval or denial of the request through the student's Creighton University email account.

6.5.4.2.   Procedures for Students Returning from Temporary Withdrawal

Students anticipating a return to Creighton after a temporary withdrawal follow the steps for re-entry after temporary withdrawal. Information on to process to return after withdrawal can be found here: https://studentlife.creighton.edu/community/student-policies-and-procedures/student-re-entry-process/temporary-withdrawal-re-entry and the steps for re-entry can be found here: https://studentlife.creighton.edu/sites/studentlife.creighton.edu/files/steps_for_re-entry_after_a_temporary_withdrawal.pdf

NOTE: Because the PA program has an early fall start, students are required to notify the program of intent to re-enter **by July 1st** for re-entry for the Fall semester

6.6. Dismissal

Every effort will be made by the program and the University to ensure that each student who matriculates will be supported and provided the necessary resources to successfully complete the PA Program. Student advising, timely access to academic resources and support services, policies on remediation, deceleration and appeals processes are all designed to give students every opportunity to succeed.   Students who do not meet the academic and/or professional standards of the Program after appropriate efforts to remediate according to program and university policies are exhausted will be dismissed from the Creighton PA program. Decisions to dismiss will be rendered per Program policies and all decisions to dismiss are final.

6.6.1.   Didactic Phase

If a student fails a single course during the didactic phase of the program, the student will be allowed to remediate the failed course as outlined in an individualized remediation plan set forth by the Student Advancement Committee. Remediation plans may require that the student temporarily withdraw from the program until the failed course is offered again and withdrawal may have financial aid implications, for which the student is fully responsible. Remediation plans may result in a delay in graduation date. If the student successfully completes the remediation plan and passes the failed course on the second try, they may proceed forward in the curriculum. Students are allowed only ONE course remediation in the didactic phase.

If a student fails two or more courses during the didactic phase of the program, the student will automatically be dismissed from the program. A successfully-remediated failed course shall count as a single failure. Any subsequent course failure of the same or another course during the didactic phase will result in dismissal from the program. Students will not be allowed to remediate a second failed course in the didactic phase of the curriculum.

Once the student has successfully passed all courses and has successfully completed all components and summative evaluations for the didactic phase of the program, the student will be recognized as having successfully completed the didactic phase of the program.

6.6.2.   Clinical Phase

Courses in the clinical phase include both Supervised Clinical Practice Experiences (SCPEs) and Seminar Series courses. If a student fails a single course during the clinical phase of the program, the student will be allowed to remediate the course as outlined in an individualized remediation plan set forth by the Student Advancement Committee. Remediation plans may require that the student temporarily withdraw from the program until the failed course or rotation is offered again. Temporary withdrawal may have financial aid implications, for which the student is fully responsible. Remediation plans may result in a delay in

graduation date. If the student successfully completes the remediation plan and passes the failed course on the second attempt, the student may proceed forward in the curriculum.

If a student fails two courses during the clinical phase of the program, the student will be automatically dismissed from the program. A successfully-remediated failed course shall count as a single failure. Any subsequent failure of the same course or another course during the clinical phase of the program will result in dismissal from the program. Students will not be allowed to remediate a second failed course in the clinical phase of the program.

6.7. Time to Complete Program
Due to the rapidly-changing nature of medical knowledge, all students are expected to complete the entirety of the PA program curriculum in a timely manner. All students must complete the program in less than or equal to four calendar years from their initial matriculation date. If the length of time required to complete the program exceeds 48 calendar months for any reason, including voluntary withdrawal of any type, remediation, or deceleration, the student will be dismissed from the program. Exceptions may be made on a rare occasion due to extreme extenuating circumstances. Request for exemption to this rule must be made in writing to the Student Advancement Committee within 10 calendar days of the student's dismissal notification. Decisions made by the PA Program Student Advancement Committee to accept or deny exceptions will be final.

Students who are dismissed from the program due to 'timing out' may be eligible to re-apply to the program but will be required to apply and be accepted to the program through the regular application process and will be required to repeat the entire program, in sequence, from start to finish. No advanced standing will be granted for work already completed in a prior attempt.

7. Curriculum
7.1. Phase I Curriculum

The didactic phase of study will include 12 months of integrated, systems-based instruction designed to develop the student's pre-clinical knowledge base, clinical skills, critical thinking and interpersonal communication skills. Students will apply a biopsychosocial approach to learning patient care with a focus on integrating medical knowledge, clinical problem solving, reflection and communication skills. The following coursework is required:

Phase 1 (12 months)

Didactic education

Fall 2021 (18 weeks)

Course #	Course	Credit Hours
IPE 500	Introduction to Collaborative Care	0
PAS 601	Foundations for Clinical Medicine	5
PAS 603	Clinical Medicine: Orthopedics / Rheumatology	7
PAS 605	Clinical Medicine: HEENT /Dermatology	8
PAS 614	Clinical Practice Skills I	3
PAS 616	PA Profession and the Health System I	1
	Total Credit Hours	**24**

Spring 2022 (18 weeks)

Course #	Course	Credit Hours
PAS 607	Clinical Medicine: Neurology / Psychiatry	7
PAS 611	Clinical Medicine: Cardiology / Pulmonology	9
PAS 613	Clinical Medicine: Gastroenterology	6
PAS 624	Clinical Practice Skills II	2
	Total Credit Hours	24

Summer 2022 (12 weeks)

Course #	Course	Credit Hours
PAS 615	Clinical Medicine: Endocrinology / Nephrology / Urology	4
PAS 617	Clinical Medicine: Women's Health / Hematology / Oncology	4
PAS 626	PA Profession and the Health System II	1
PAS 628	Research Applications in Medicine	1
PAS 634	Clinical Practice Skills III	2
PAS 680	Preparation for Clinical Practice	2
	Total Credit Hours	14

Phase I Credit Hours: 62

7.2. Phase II Curriculum

Phase II (16 months)

The 16-month clinical phase will allow students to integrate and apply the knowledge and skills gained in Phase I in the clinical setting. Students will complete required clinical clerkships in the areas of:

- Family Medicine
- Internal Medicine
- Emergency Medicine
- Surgery
- Pediatrics
- Psychiatry
- Women's Health
- Medically Underserved Selective
- Surgery Specialty Selective

Additional elective rotations will give learners an opportunity to tailor their education to their personal educational needs and interests. Creighton University PA students will have the opportunity to take advantage of the Creighton University clinical network, including regional networks with hubs in Omaha and Phoenix, Arizona, drawing on Creighton's partnerships with CHI, Dignity Health St. Joseph's Hospital and Medical Center and Valleywise Health.

Core Supervised Clinical Practice Experiences

Required

Course #	Course	Credit Hours
PAS 721	Family Practice Rotation	8
PAS 723	Ambulatory Internal Medicine Rotation	4
PAS 725	Inpatient Internal Medicine Rotation	4
PAS 727	Pediatrics Rotation	4
PAS 729	Women's Health Rotation	4
PAS 731	Behavioral Health Rotation	8
PAS 733	Emergency Medicine Rotation	4
PAS 735	Surgery Rotation	8
	Total Credit Hours	40

Selective Supervised Clinical Practice Experience

Required (8 credit hours required)

Course #	Course	Credit Hours
PAS 741	Medically Underserved Rotation (selective)	4
PAS 743	Surgical Specialty (selective)	4
	Total Credit Hours	8

Elective Supervised Clinical Practice Experience

Electives (12 credit hours required)

Course #	Course	Credit Hours
PAS 751	Cardiology Elective	4
PAS 753	Orthopedic Surgery Elective	4
PAS 755	Urology Elective	4
PAS 757	Dermatology Elective	4
PAS 759	Otolaryngology Elective	4
PAS 761	Hematology/Oncology Elective	4
PAS 763	Cardiothoracic Surgery Elective	4
PAS 765	Gastroenterology Elective	4
PAS 767	Neurosurgery Elective	4
PAS 769	Geriatric Medicine Elective	4
PAS 771	Critical Care Elective	4
PAS 773	Neurology Elective	4
PAS 775	Endocrinology Elective	4
PAS 777	Pulmonology Elective	4
PAS 779	Plastic and Reconstructive Surgery Elective	4
PAS 781	Nephrology Elective	4
PAS 783	Primary Care Elective	4
PAS 785	Infectious Disease Elective	4
PAS 787	Maternal Fetal Medicine Elective	4
PAS 789	Emergency Medicine Elective	4
	Total Credit Hours	12

Phase II

Clinical Phase Seminar Series

Course #	Course	Credit Hours
PAS 726	Seminar Series I	1
PAS 736	Seminar Series II	1
PAS 746	Seminar Series III	1
PAS 756	Seminar Series IV	1
	Total Credit Hours	4

Phase II Credit Hours: 64

8. **Student Performance**
    8.1. Academic Standards
        8.1.1. Grading
            8.1.1.1.   Didactic Phase
            All courses will be graded on a Pass/Fail basis. Grades in Phase I will be assigned as follows:
            Honors (H): 90-100%
            Satisfactory (S): 73-89%
            Unsatisfactory (UN): below 73%
            There may be required non-graded components of the curriculum outlined in course or clinical rotation syllabi. These non-graded assignments and experiences, while not graded, will be considered "Completed" when the student has completed the assignment to the Program's satisfaction or "Incomplete" if they have not been satisfactorily completed.

            8.1.1.2.   Clinical Phase
            Supervised Clinical Practice Experiences (SCPEs) in the clinical year will be graded on a Pass/Fail basis. Grades in Phase I will be assigned as follows:

            Honors/Pass: The student performs exceptionally well with final preceptor evaluation rating of honors, End of Rotation exam z-score of +1.0 or higher, and successful, passing completion of all other clerkship requirements.

            Satisfactory/Pass: The student completes all course requirements in an acceptable manner with satisfactory rating or higher on all final preceptor evaluations, passing score on the End of Rotation subject exam and documentation submission(s).

            Unsatisfactory (UN)/Fail: The student fails to meet the minimum requirements for the clerkship or elective rotation as defined by:
            - Attaining a score of unsatisfactory on any final preceptor evaluation, or
            - Attaining a score below the passing score on an End of Rotation Exam retake attempt after scoring below the passing score on the initial attempt, or
            - Failing to successfully and appropriately complete any required course activity or assignment

Seminar series courses in Phase II will be graded using the same grading standards applied in Phase I (Section 8.1.1.1).

8.1.2. Successful Completion of a Course or Rotation

A student must earn a grade of Honors or Satisfactory in all courses within the PA program curriculum to be eligible for progression within the program.

8.1.2.1. Didactic Phase Standards

To progress to the clinical phase of the program, students must: Complete all graded components of the didactic phase curriculum with a grade of Satisfactory or Honors; Satisfactorily complete all required non-graded components of the curriculum and; pass all summative evaluations with a grade of Satisfactory or Honors. Students must be in good standing both academically and professionally to proceed to the clinical phase of the program.

8.1.2.2. Clinical Phase Standards

To complete the clinical phase of the program, students must: Complete all graded components of the clinical phase curriculum with a grade of Satisfactory or Honors; Satisfactorily complete all required non-graded components of the curriculum and; pass all summative evaluations with a grade of Satisfactory or Honors. Students must be in good standing both academically and professionally to graduate from the program.

8.2. Professional Standards

8.2.1. Student Code of Conduct

The Creighton University community is based on a Catholic, Jesuit tradition and is committed to supporting the intrinsic value of each human being. This tradition involves striving to create a human community influenced by the laws of justice and love, complete with respect and concern for all persons as children of God. The Creighton University community is dedicated to the promotion of values consistent with personal and academic excellence. Choosing to join this community, whether as a student, faculty or staff obligates you to act in a manner that is consistent with these commitments. Joining the Creighton University community evidences your acceptance of these commitments and agreement to strive for their achievement. Commitment to living by these principles means that you will endeavor to:

- Act with professional, academic, and personal integrity. Consistent with this principle is conduct in accord with the academic honesty policy of the University, other University policies that foster a human community of justice, respect, and concern, and the code of ethics of your foreseen profession. This principle challenges you to shape a personal code of positive values, to live a healthy, balanced lifestyle, and to discover and embrace the responsibilities of your freedom, intelligence, and intrinsic worth. Inconsistent with this principle are all forms of dishonesty, excuse-making, failure to take responsibility for your behavior, failure to follow university policies and guidelines, and violations of the code of ethics of your foreseen profession.

- Respect and promote the dignity of all persons. Consistent with this principle is growing in understanding of different cultures and groups, resolving conflicts fairly, appreciating peoples' differences, and seeking truths and values essential to human life and community. This principle challenges you to refrain from actions that threaten or discourage the personal safety, personal health and respect that all individuals deserve. Inconsistent with this principle are actions that compromise or demean the intrinsic worth of individuals or groups. All forms of racism, sexism, pornography, lewd behavior, harassment, discrimination, intimidation, taunting, insult, physical harm, and discrimination are inconsistent with this principle

- Respect the policies and procedures of the Creighton University community and the rights of its members both on and off campus, as well as the just laws of the civic community and the rights of its members. Consistent with this principle is the affirmative support for equal rights and opportunities for all members of the Creighton University community, realizing that you are a member of a larger community, with a responsibility to understand diverse societal issues, and being a responsible participant of the civic and Creighton community. Inconsistent with this principle are actions that are illegal and that violate another's right to move about freely and securely, to live and learn in a community where members are secure in their property and person, to express themselves appropriately, and to enjoy privacy.

- Support the personal, professional, academic, and vocational development of the members of the Creighton University Community. Consistent with this principle are actions that are compassionate and considerate of the needs and well-being of others and that encourage the development of students' moral, spiritual, intellectual, emotional, personal, and vocational abilities. Inconsistent with this principle are actions that are insensitive, inhospitable, spiteful, or which unjustly or arbitrarily inhibit another's ability to securely pursue goals in accord with the development of their abilities.

8.2.2. Academic Honesty

In keeping with its mission, Creighton University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the university community. Academic honesty includes adherence to guidelines established by the university, its colleges and schools and their faculties, its libraries, and the computer center. Academic or academic-related misconduct includes, but is not limited to:

- Unauthorized collaboration or use of external information during examinations
- Plagiarizing or representing another's ideas as one's own
- Furnishing false academic information to the university
- Falsely obtaining, distributing, using or receiving test materials including copying or taking photographs or digital reproductions of any test materials
- Developing or using study guides for course examinations, assessments or PAEA End of Rotation examinations that are known to be based on memorized examination questions
- Altering or falsifying academic records
- Falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process
- Misusing academic resources
- Defacing or tampering with library materials
- Obtaining or gaining unauthorized access to examinations or academic research material
- Soliciting or offering unauthorized academic information or materials

- Improperly altering or inducing another to improperly alter any academic record
- Engaging in any conduct that is intended or reasonably likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter.

Students alleged to have engaged in the above behaviors will be subject to reporting to the Program Director, the Associate Dean for Student Affairs and will be subject to the policies and procedures designated for allegations of unprofessional behavior

8.2.3. Professional Ethics

Students are expected to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population. Therefore, students are expected to demonstrate respect, compassion and integrity; a responsiveness to the needs of patients and society that supersedes self-interest; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development. They are also expected to demonstrate a commitment to the ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices. Students are also to demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.

8.2.4. Timeliness and Reliability

Students must be present and ready to carry out assigned responsibilities at the expected time and must remain until their responsibilities are discharged. Fulfillment of clinical responsibilities and attendance at required activities must be a high priority. Arrangements for travel out of town must not interfere with required academic activities or clinical responsibilities – for example, a student may not ask to be excused from such activities to get a lower airfare or on an earlier flight.

8.2.5. Dress Code

Students in the didactic phase of the program are expected to appear neat in grooming, dress and hygiene. Students are permitted to dress casually for the classroom, however, it is expected that clothing and shoes will be clean and in good repair. Clothing with verbiage, imagery or symbols that may be considered vulgar, profane or offensive to others are strictly prohibited. Throughout the didactic phase of the program, students may be involved in activities in a clinical or other professional setting or in activities that simulate a clinical setting with standardized patients. For these activities, students will be held to the dress code outlined below for clinical activities.

Students participating in any clinical activity during all phases of the program are expected to observe a professional dress code. In all clinics a short white coat with the student's name tag and the PA emblem will be worn with appropriate dress to reflect a professional or business appearance (i.e. no blue jeans, shorts, tennis shoes, etc.). Neat personal grooming and hygiene are expected. Tattoos and/or piercings should not be offensive or impede the ability of the student to effectively function in a clinical setting. Any tattoos that may be considered obscene, vulgar or offensive must be covered at all times. Dress should always be at or above the level of dress expected in the clinic/site. In certain clerkships, the requirement for the white coat may be waived by the preceptor; however, the student MUST always be identified by their Creighton University Identification badge.

8.2.6. Violation of Law or Codes of Conduct

Students are accountable to both civil and University authorities for acts that constitute violations of law and the Codes of Conduct specified in the University and PA Program Handbooks. When a student has been

apprehended for violations of local, state, or federal law, the University will not request or agree to special consideration for the individual because of his or status as a student. The University will cooperate with law enforcement agencies and other agencies responsible for rehabilitation.

On the other hand, because of the severely disruptive nature of many violations of this code, the University and the School of Medicine will normally not defer its disciplinary proceedings while civil or criminal proceedings are in process. In addition, the University will not necessarily accept or be bound by the findings of civil or criminal proceedings in its proceedings.

8.2.7. Respect for Confidentiality

The Health Insurance Portability and Accountability Act (HIPAA) and Health Information Technology for Economic and Clinical Health Act (HITECH) requires that health care professionals and students respect the confidentiality of patient health information. HIPAA privacy rules allow students qualified access to patient information while on rotation. Copies of patient health information are allowed for educational purposes. However, all of the clinical training locations including hospitals and clinics have grave concerns about student's handling of records, once accessed. The concerns include duplicate copies, excessive copies, and how students handle confidential information once obtained.

Students must adhere to the following rules at all times and in all facilities regarding patient records:
- Regardless of the format (paper, electronic, verbal) and no matter how socially benign, patient information is protected under federal law. It is the work of the student to protect the confidentiality of patient information by keeping that information reasonably secure;
- Patient information may never be accessed for inappropriate use;
- Students may not grant access to or divulge patient information to anyone who is otherwise not authorized to have it;
- Reasonable security is expected for all patient information. This includes:
  - o Paper files must be kept in a reasonably secure location, whether at home or in the hospital or other site. It is NOT reasonable to leave papers unattended at a nurse's station or anywhere else (car, backpack, library);
  - o Electronic devices must be password-protected and to the extent possible, files and the devices controlling the physical custody of those files should be encrypted (e.g., do not leave your phone, computer or tablet unattended);
  - o Conversations regarding patients should be conducted solely with the care team. Conversations should be conducted in a private location and not within hearing distance of others (e.g., not in elevators);
  - o Paper files should be shredded after use and electronic records must be permanently deleted from personal electronic devices once the student's program need for that information ends.
  - o Photos of patients, clinicians, or patient care settings may only be taken in compliance with clinical site policy and with any necessary written or verbal permission of those being photographed.
- If a student is found to have violated patient confidentiality, the student may face disciplinary action, including dismissal from the program.

8.2.8. Student Relationships with Others
Creighton University desires to foster relationships among its members and with others that are based on dignity and respect and are free from discrimination. By selecting and utilizing the educational programs of Creighton University, students have demonstrated confidence in the University. In their personal dealings

with students, University employees are representatives of the University and are expected to exemplify its values. It is incumbent upon all those who are in positions of authority over students not to abuse, or seem to abuse, the power with which they are entrusted.

Inappropriate personal relationships between employees and students may have the effect of undermining the atmosphere of trust and mutual respect upon which the educational process depends. Romantic relationships between students and employees are strongly discouraged. Even when both parties have consented to such a relationship, it is the employee who holds a position of special responsibility within the University. It is the employee, therefore, who will be held accountable for unprofessional behavior.

Students should be aware that a romantic relationship with an employee may render the employee liable for disciplinary action, including termination of employment, if the relationship creates, has the reasonable potential to create, or reasonably appears to create a conflict between the employee's personal interest and the employee's obligations to the University and its students.

8.2.9. Alcohol and Substance Use/Abuse

   8.2.9.1.   Alcohol Use

   Alcohol use by PA students is forbidden in the classroom, on the premises of the PA Program or School of Medicine facilities, and in any clinical setting in which the student is learning. Under no circumstances may students consume alcohol prior to or during educational activities, during clinical interaction with patients or while providing patient care of any kind. Students are referred to, and are responsible for, adhering to all policies as set forth on alcohol and substance use and abuse in the Creighton University Student Handbook, found here:
   https://studentlife.creighton.edu/community/student-handbook

   8.2.9.2.   Events Providing Alcohol

   Prior approval must be obtained from the Dean's Office of the School of Medicine for any activity where alcohol is served within School of Medicine school facilities. In any setting, students are expected to consume alcohol in a responsible and legal manner. Students are referred to, and are responsible for, adhering to all policies as set forth on on- and off-campus alcohol use in the Creighton University Student Handbook, found here:
   https://studentlife.creighton.edu/community/student-handbook

   8.2.9.3.   Drug Testing
   All students must consent to drug screening prior to matriculation into the program. Mandatory random drug tests may be performed by the Program for the entire class. If the PA Program faculty has evidence of, or reason to believe that a student is under the influence of illegal substances, that student may be required to undergo individual random drug screening. Mandatory drug testing may be required prior to beginning clinical rotations as well as during rotations, depending on the requirements of the clinical setting in which students have Supervised Clinical Practice Experiences (SCPEs). In all cases, this may require drug testing at the student's expense.

   Students who test positive for illegal substances will be counseled by the Associate Dean for Student Affairs and may be referred for mandatory evaluation and treatment. Students who fail to follow through or experience continuing problems will be subject to a hearing before the Student Advancement Committee. Possible recommendations include, but are not limited to, referral for

further evaluation and counseling, temporary withdrawal (medical), and/or dismissal from the Program.

Under no circumstances will students be allowed to have contact with patients or to provide patient care while under the influence of illegal substances.

8.2.10.   Criminal Background Testing

Creighton University PA Program requires background checks on all students to enhance the health and safety of patients, students, faculty, and staff in the academic and clinical environments, to adhere to applicable healthcare regulations, and to attest to affiliated clinical facilities and licensure entities a student's background and eligibility status. The background check will determine whether there are incidents in an applicant's or student's history that would pose a risk to patients or others or would prohibit the individual from being placed at clinical sites or licensed in the future.

In cases where a criminal record appears in the results of the background check, a copy of the report will be given to the prospective or current student and he/she will be allowed to respond to the information contained within the report. The background check and any student response will be reviewed by the PA Program's Backgrounds Standards Committee for review, consideration, and action.

The PA Program Background Standards committee is responsible for: Setting the standards for performing criminal background checks on all applicants accepted for matriculation into, and, as necessary, all students participating in the educational activities of, the PA Program; Arranging for outside agencies to perform background checks and ensuring their compliance with appropriate standards regarding student privacy; Evaluating the information contained within the background checks and; Making recommendations to either the PA Program Admissions Committee or the PA Program Student Advancement Committee regarding appropriate action.

The handling of all records and subject information will be strictly confidential and will adhere to the Family Educational Rights and Privacy Act (FERPA). Adverse findings that result in action taken by the Student Advancement Committee will become part of the student's academic record.

8.2.10.1.   Frequency
Background checks will be conducted for admitted students prior to matriculation. Once a background check is completed on a current student, the student is responsible for notifying the PA Program Background Standards Committee, through the Creighton University School of Medicine Office of Student Affairs, of any new misdemeanor or felony arrests/indictments for the committee's review and action. Failure to do so will result in action, up to and including dismissal from the program or rescinding of an offer of admission. Additional background checks may be required during the student's time in the PA program as required by facilities in which the student is participating in SCPEs.

The Associate Dean for Student Affairs or the PA Program Director may request a background check on any student at any time based on reasonable suspicion of criminal behavior or as needed for clinical rotation placement.

Background check results will be maintained in the permanent student file for future reference. Also, as determined by the PA Program Background Standards Committee, any report regarding official action taken by the Committee is subject for inclusion within the student's file.

8.2.10.2. Procedures

The background check commences upon acceptance into Creighton University PA Program. The completed background check results will be sent to Creighton University School of Medicine Office of Student Affairs. In cases where no criminal records appear, the accepted student's record will reflect that the investigation was completed and satisfactory. In cases where a criminal record appears in the results of the background check, the student will be contacted by email.

- The accepted student must submit a written response to the PA Program Background Standards Subcommittee, a subcommittee of the PA Program Admissions Committee, within 10 business days of this notification. Such written response should be sent to the Chair of the PA Program Background Standards Subcommittee. Any student who fails to provide a response that may be reviewed by the Background Standards Subcommittee prior to matriculation may have their acceptance rescinded by the PA Program.
- The accepted student may contest the results directly with the company that performed the background check, but this must be completed within 10 business days of receipt of their Notification.
- The Chair of the PA Program Background Standards Subcommittee shall submit the Student's CASPA and Creighton University PA Program Secondary applications, background report, the submitted written student response, and any vendor response to the Background Standards Subcommittee for review and action.
- The Background Standards Subcommittee will review the information and will then make a recommendation to the PA Program to allow matriculation or to rescind admission or enrolled status to any student based on the timing, severity, number, and nature of any findings.
- The Background Standards Subcommittee may also refer the student to the Student Advancement Committee for review and remediation of professional behavior based upon its findings.

The Committee shall make this decision based on:
- Number of convictions;
- Nature, seriousness and date(s) of occurrence of the violation(s); Rehabilitation;
- Relevance of the crime committed relative to PA profession standards;
- State or federal requirements relative to the PA profession;
- All known information regarding the accepted student, including the written explanation;
- Any other evidence demonstrating an ability to perform academic and clinical expectations competently and free from posing a threat to the health and safety of the student or others.

NOTE: Any identified misrepresentation, falsification, or material omission of information from the application discovered during the criminal background review process may result in a recommendation to rescind the admission of the student.

The Admissions Committee will notify the student in writing of its decision within 10 days of its decision.

No student will be allowed to matriculate until a background check is completed and approved by the PA Program. All accepted students are responsible for updating the Office of Student Affairs within the School of Medicine of arrest or conviction that occurs between the time of the initial background check and

matriculation date to the PA Program. Students who fail to report such incidents may result in a recommendation to rescind their admission to the PA Program.

8.2.11. Computer Use

Creighton University has established Fair, Responsible, and Acceptable use standards to safe guard our computers and electronic resources against unauthorized access. PA Students in the School of Medicine are required to adhere to information security policies, found at http://www.creighton.edu/fileadmin/user/GeneralCounsel/docs/2.4.25._Acceptable_Use_-_rev_3-13-13.pdf. This policy applies to all users of computer resources owned or managed by Creighton.

8.2.11.1. University-Issued Electronic Devices

Each incoming PA student will purchase a laptop computer through the University's Mobile Device Program. Due to the nature of the PA education program and testing requirements, students receive a Creighton-issued laptop computer. Participation in the mobile device program is mandatory. Students will be charged for the devices through the Mobile Device Fee.

The student accepts full responsibility for the laptop computer issued by the Office of Medical Education's academic computing staff. Students are required to maintain a functional device throughout the PA education program.

Devices are managed using specialized software and cloud-based servers. The software assists the academic technology staff with software installation and updates, preparation of laptops for testing, and location and security of lost devices. Academic technology staff are centrally located to answer questions and troubleshoot. Laptop computers carry AppleCare coverage for three-years from the date of issuance. At the end of the final semester of the PA program, the laptop computer will be removed from enrollment in the mobile device program management software and will become the property of the student.

8.2.11.2. Personal Electronic Devices
Patient information may not be stored on personal devices unless those devices meet university security standards applicable to patient data (for example, whole disc encryption).

8.2.11.3. Social Media Use
Students will be held to the legal and professional standards and policies required by health care professionals, the university and the PA program regarding social media use. The PA Program will apply HIPAA privacy rules, the program's professionalism standards and any other legal standards to all social media posts. Students are held responsible for all information, comments, text and images posted on their personal social media accounts and for any posts, images, information, text or images made by them on public or private social media platforms.

9. Evaluation and Remediation
9.1. Faculty Advisors
Each student will be assigned a Faculty Advisor upon matriculation to the PA program. The Faculty Advisor will be a member of the PA faculty. The responsibilities of Faculty Advisors include, but are not limited to:
- Advocate for the student
- Monitor students' academic progress and professional behavior

- Academic advisement and consultation
- Advise the student on available campus and off-campus resources
- Timely referral of the student to academic, health or student counseling services
- Consult with the student on any Program policies, requirements, expectations or concerns

Upon enrollment, students are expected to make an appointment with their Faculty Advisor for an introductory session. Students will be informed of office hours, preferred methods of contact, schedules and other pertinent information at this visit. Faculty Advisors may be consulted by the student for any reason. Advisors are considered advocates for the student and students should attempt to get to know their Faculty Advisor early in their academic career. Students are encouraged to contact their advisor at the first indication of difficulty, either academic or personal, so that the Advisor can work with the student to best determine how to proceed forward to best position the student for success.

Faculty Advisors are required to contact students when academic or professionalism behavior is falling below the program's expectations. These meetings are considered mandatory, and students should make every effort to respond to the Advisor at their earliest possible convenience. Timely response to the Faculty Advisor is considered an issue of professionalism and should be a high priority for students.

9.2. Evaluation of Student Academic Performance

The faculty will evaluate a student's performance to determine if the student displays adequate knowledge, skills, values and attitudes and is meeting the program's academic standards. By entering the program, students agree that the program faculty shall be the sole judges of performance in both academic and non-academic areas.

9.2.1. Didactic Phase Evaluation

During the Didactic Phase of the program, student academic performance will be monitored by the individual Course Directors, the student's Faculty Advisor, the PA Program's Director of Curriculum & Assessment and the Student Advancement Committee. Evaluation of student academic performance will include the review of student performance on all assessment measures within each course in the curriculum as well as faculty evaluation of the student based on the program-defined Entrustable Professional Activities (EPAs).

9.2.2. Clinical Phase Evaluation

During the Clinical Phase of the program, student academic performance will be monitored by individual SCPE preceptors, the student's Faculty Advisor, the PA Program Director of Curriculum & Assessment, the Clinical Phase team (Director of Clinical Education, Clinical Coordinator, Clinical Phase administrative staff) and the Student Advancement Committee. Evaluation of student academic performance measures in the Clinical Phase will include the review of preceptor evaluations (based upon the EPAs), student logging data, written assignments, performance on the End of Rotation Examinations, and performance on any seminar series evaluations and assessments.

9.2.3. Remediation of Unsatisfactory Academic Performance

9.2.3.1. Didactic Phase Consequences

During the Didactic Phase of the program, the course directors are responsible for monitoring and reporting individual student academic performance in each course to the Director of Curriculum and Assessment. The Director of Curriculum & Assessment and faculty advisors will provide ongoing

monitoring of student academic and professional performance across the continuum of the curriculum.

Course remediation activities are designed to address student-specific learning deficiencies. If a student is not meeting expected academic requirements outlined in a course syllabus, the course director will work with the student to identify and remediate potential learning and performance issues and the student will be provided timely access to academic counseling services or other resources, as the need is identified. This may include, but is not limited to, remediation work with the Course Director, meetings with the student's Faculty Advisor, meetings with Student Academic Counselors or appointments with Student Counseling Services to address personal issues that may affect the student's work. Remediation plans will include either a recommended or required meeting with an academic success counselor and/or their faculty advisor. Remediation of summative assessments will include a post-remediation assessment of the remediated knowledge deficit.

For all courses in the Clinical Medicine series, remediation of summative course assessments will include a post-remediation reassessment of the student's identified knowledge deficits. A student may earn points toward the final summative assessment grade in courses in the Clinical Medicine series once per academic semester in the didactic phase, as outlined in the course syllabi. For the remainder of Clinical Medicine courses, remediation of failed summative exams is required but no points will be awarded toward the final summative assessment grade.

If a student fails a course during the Didactic Phase of the Program, the student will be referred to the Student Advancement Committee. The Student Advancement Committee will convene a meeting within 10 calendar days of the course failure to review the student's academic record and to prescribe remedial actions or change of student status according to the PA program policies and procedures. The Student Advancement Committee holds responsibility for student advancement decisions, including recommendations of remediation, deceleration or dismissal from the program.

9.2.3.2.   Clinical Phase Consequences

During the clinical phase of the program, the Director of Clinical Education and members of the clinical education team are responsible for ongoing monitoring and reporting individual student performance to the Program. The Director of Curriculum and Assessment is also engaged in the ongoing monitoring of student performance.

At the mid-point of each SCPE, student academic performance will be reviewed by the student and preceptor and recorded on a mid-term evaluation of the student. Any student who is failing to meet academic standards (scoring <3 on the evaluation's 5-point scale) will be contacted by the Director of Clinical Education to identify and remediate potential learning and performance issues. This will include a discussion outlining the steps required for the student to take to maximize their chances of successfully passing the course. This may include, but is not limited to, remediation work with the preceptor, meetings with the student's Faculty Advisor, meetings with Student Academic Counselors and/or the timely referral to academic counseling or   Student Counseling Services to address academic or personal issues that may affect the student's work.

The student is also evaluated with a final course/SCPE evaluation. If a student fails a course or SCPE during the clinical phase of the program, he or she will be referred to the Student Advancement Committee. The Student Advancement Committee will convene a meeting (normally within 10

calendar days of the course failure) to review the student's academic record and to prescribe remedial actions or change of student status according to the PA program policies and procedures. The Student Advancement Committee holds responsibility for student advancement decisions, including recommendations of remediation, deceleration or dismissal from the program.

9.3. Evaluation of Student Professional Performance

    9.3.1.   Didactic Phase Evaluation

During the Didactic Phase of the program, student professional performance will be monitored by Course Directors, PA Program faculty and the student's Faculty Advisor. Evaluation of student professional performance will include the review of student behaviors in all aspects of the curriculum, including Entrustable Professional Activities (EPAs). Faculty Advisors will complete Professionalism Evaluations for all students throughout the Didactic Phase of the program. Additional individual Professionalism Evaluations will be completed as the need arises if unprofessional behavior by a student is noted. Academic dishonesty is considered an unacceptable professional behavior.

    9.3.2.   Clinical Phase Evaluation

During the Clinical Phase of the program, student professional performance will be monitored by individual SCPE preceptors, the Clinical Phase team (Director of Clinical Education, Clinical Coordinator, Clinical Phase administrative staff) and the Student Advancement Committee. Preceptor evaluations of students include components of professional behavior. Evaluation of student professional performance measures in the Clinical Phase will include the review of preceptor evaluations, student logging data and performance on Seminar Series evaluations and assessments.

    9.3.3.   Remediation of Unsatisfactory Professional Performance

If a student does not meet professionalism expectations of professional behavior outlined in program policies at any time while enrolled in the PA program, PA Program faculty will meet with the student and any other parties involved to immediately investigate, identify and plan for the remediation of unprofessional behavior. Upon report of unprofessional student behavior, PA program faculty and/or the student's faculty advisor will investigate the complaint, assess the severity of the behavior and will pursue the appropriate remediation level:

- Informal Remediation: PA Program faculty will discuss the unprofessional behavior with the student, recommend behavioral modification with specific direction regarding expectations for curbing undesirable behavior and follow up with the student and any instructors, course directors or preceptors who may be involved in the student's ongoing professional evaluation. Informal remediation will be documented by the PA program faculty. Any student who incurs repeated incidents of unprofessional behavior requiring informal remediation may be referred for formal remediation or directly to the Student Advancement Committee.

- Formal remediation: If the PA faculty determines that the student's unprofessional behavior is: egregious; disrupts the learning environment; or threatens the health, well-being or safety of the student or others; the student will be placed into formal remediation. In formal remediation, the student will be provided with written information regarding specific undesirable behaviors that must be modified; a specific behavioral modification plan; formal plan for follow up evaluation of behavior; and a Professional Warning Letter will be issued to the student. If evidence of undesirable behavior continues after the period of remediation and follow up specified in the

Professional Warning Letter, the student will be referred to the PA Program Student Advancement Committee for a hearing.

The Student Advancement Committee will convene a meeting usually within 10 calendar days of the referral. The student in question will be required to attend a hearing of the Student Advancement Committee to discuss his or her unprofessional behavior. The student will also be allowed to submit a written rebuttal or documented evidence to support his or her case. The Committee will then review the records pertaining to the student's unprofessional behavior and determine the next course of action. The Student Advancement Committee may recommend actions, including, but not limited to: remediation, deceleration or dismissal from the program.

9.4. Student Advancement

It is the responsibility of the Student Advancement Committee to make decisions and recommendations regarding student advancement, remediation, deceleration, temporary withdrawal and dismissal based upon each student's academic and professional performance.

9.4.1. Advancement

Students who satisfactorily complete all required components of each phase of the program and are in good academic and professional standing will be recommended for advancement to the next stage of the program by the Student Advancement Committee. Satisfactory completion of courses and rotation requires that the student has achieved a Pass (P) or Honors (H) and has satisfactorily completed all non-graded course and program requirements.

9.4.2. Remediation

In some circumstances, the Student Advancement Committee may determine that a student who does not pass a course or SCPE may be eligible for remediation and/or repetition of a course, SCPE or some combination of the program's curricular components. The Committee will provide specific written recommendations regarding the components of the student's individualized remediation plan. The Committee will base the student remediation plan upon identified gaps in knowledge, skills or professional development in a holistic view of the student's overall performance. The procedure for completing remediation may vary, due to the variability in remediation plans. The committee will be responsible for providing and assisting the student with the procedural steps required to successfully complete curricular remediation.

9.4.3. Deceleration

Remediation may include the repetition of certain components of the Program's curriculum. Because the curriculum is tightly-sequenced and each component builds upon the last, repetition of curricular components may require that a student decelerates his or her progress through the curriculum. A student who must decelerate to complete his or her remediation plan may be required to temporarily withdraw from the program until the course or SCPE in question can be repeated. Students should note that deceleration may have financial aid impact and students are responsible for the incurrence of any additional financial burden resulting from deceleration. No student may withdraw for any reason for more than one calendar year. Students should also be aware of the 48-month limit for completing the program, as outlined in section 6.7 of this document.

The procedure for completing remediation may vary, due to the variability in remediation plans. The committee will be responsible for providing and assisting the student with the procedural steps required to successfully complete curricular remediation.

10. Graduation Requirements

10.1. Requirements

To graduate from the Creighton University PA Program, students must successfully complete all the following:

- Complete all required, selective and elective courses and SCPEs with a grade of Satisfactory (S) or Honors (H)
- Satisfactorily complete all non-graded components of the curriculum
- Be in good professional standing with the Program.

10.2. Conferral of Degree

Students who graduate from the Creighton University Physician Assistant Program are awarded a Master of Physician Assistant Studies Degree. Program graduates are qualified to sit for the Physician Assistant National Certifying Examination administered by the National Commission on Certification of Physician Assistants.

11. Student Health, Wellness & Safety

11.1. Student Health Issues

11.1.1. Blood and body fluid exposure

In case of suspected exposure to potentially infectious blood or body fluids, students must stop any current activity and follow the University's Exposure to Infectious Diseases in Clinical Settings guidelines and procedures found at:
https://www.creighton.edu/researchservices/ehs/policiesandprocedures/exposuretoinfectiousdiseasesinclinicalsettings/.

Guidelines and procedures for care and treatment after exposure to infectious or environmental hazards can be found on the School of Medicine's student handbook page online at:

https://medschool.creighton.edu/sites/medschool.creighton.edu/files/student_exposure_to_infectious_and_environmental_hazards_guideline.pdf

Creighton Health Sciences students are required to have both inpatient and outpatient health insurance which covers accidents and illnesses. All charges for evaluation and treatment shall be submitted to the student's health insurance company for payment. Prescribed initial diagnostic testing and initial prophylactic treatment, which is not paid by the student's insurer, will be paid for by CUSOM until the source test results are received, but for no longer than five business days. This includes payment for any student co-pays and deductibles incurred during the first five days after initial diagnostic testing and initiation of prophylactic treatment. All other evaluation and treatment services and/or prophylactic treatments ordered are the responsibility of the student or his or her insurer. The student is responsible for submitting original billing receipts as supporting documentation to the Dean's Office within 30 days of his or her receipt in order to be eligible for reimbursement.

11.1.2.   Immunizations

Creighton University requires all health sciences students to have certain immunizations. Creighton policy and instructions regarding procedures and compliance may be found at https://www.creighton.edu/chc/studenthealthservices/immunizationrequirements/. Prior to matriculation, a complete health history must be provided along with verification of the required immunizations. Students must also meet requirements of each assigned clinical rotation site and thus may need additional immunizations or screenings, if required by that site.

No student will be allowed to matriculate into the Program or advance to the next academic year unless the student provides evidence to the Office of Student Affairs or Creighton University Center for Health and Counseling that he/she has the necessary health insurance and immunizations as required by the University and the School of Medicine. If it is determined that a student does not have the appropriate health insurance and/or immunizations at any time, the student will be withdrawn from all courses, clerkships, or electives until he/she provides evidence that the deficiency is corrected.

Note: Immunization requirements are based upon current CDC recommendations for health professionals. If recommendations change, students will be notified and the Program requirements will change accordingly. Students will be expected to comply with updated regulations and update their immunizations accordingly.   Failure to comply with these requirements may result in a professional warning and withdrawal from clinical observations or rotations as well as removal from the program.

11.1.3.   Health Insurance

Creighton University requires that all full-time students be covered by a comprehensive health insurance plan for the entire academic year. New and returning students are auto-enrolled in the University-sponsored Student Health Insurance Plan. If a student already has a comprehensive insurance plan that meets the University's minimum insurance requirements, the student may be eligible to waive the university sponsored coverage. Information on insurance waivers can be found at: https://studentcenter.uhcsr.com/creighton

The online waiver process will close on July 15 and the information must be submitted on an annual basis. The premium for the University-sponsored Student Health Insurance Plan will remain on the student's account unless the waiver process is completed before the deadline. When Student Health Services becomes aware of a lapse in the student's insurance coverage, the student will be automatically enrollment in the University-sponsored Student Health Insurance Plan and the tuition statement will reflect a charge for the entire premium. This information is required on an annual basis.

More information is available at Creighton Student Health, Harper 1034 Phone: (402) 280-2735 or online at https://studentlife.creighton.edu/wellness/health-and-counseling/student-health-education-and-compliance-office/insurance-requirements.

11.1.4.   Health Records

Health records for students are confidential and maintained by Creighton Student Health. Student Health records are kept separate from other Program and University files and are not accessible by PA Program Faculty or Staff absent written authorization from the student. Student Health will verify for the program that the student has met institution and program health screening and immunization requirements. Verification that the student has met these requirements will be provided to the program and placed in the student's academic record.

11.2.   Student Wellness

11.2.1.   Student Health Center
Creighton University's CHI Health Student Care Clinic, located at the CUMC University Campus at 2412 Cuming Street, provides comprehensive health services. The Center can be reached by calling 402-280-2735. More information and hours of service can be found online here: https://www.creighton.edu/chc/

11.2.2.   Counseling and Psychological Services

The Creighton University Center for Health and Counseling is intended to help students in their normal adjustments to PA school life and to the academic rigors of PA school. Specific resources available include individual counseling, educational and psychological testing, special programs in study skills, test taking, career choices, weight control, assertiveness training, relaxation training, and marital and relationship counseling. For additional information about the Student Counseling Services please review their webpage: https://studentlife.creighton.edu/wellness/health-and-counseling/student-counseling-services .

Appointments can be made in person (Mutual of Omaha Center for Health and Counseling, Markoe Hall) or by phone (402-280-2735). Confidential information is not shared with parties outside the Center without express written consent, unless there is clear and imminent danger to the student or society.

The School of Medicine recommends that students in need of psychiatric services see a professional that is not involved in the evaluation and/or promotion of our students. Creighton University School of Medicine students may be referred to a consulting psychiatrist at Creighton University Center for Health and Counseling who is not a faculty member, or they may set up an appointment with a psychiatrist at Jones, Sedlacek, Nitcher, McGivern and McKee Psychiatric Services, P.C. who have agreed to see psychiatric referrals from the school. Appointments may be made at the Center for Health and Counseling by telephoning (402) 280-2735 or with Psychiatric Services, P.C. by telephoning (402) 399-9305 and mentioning that you are a Creighton University School of Medicine student. Psychiatric care provided at the Center for Health and Counseling is covered for students with health insurance through Creighton University. Students with outside insurance will be billed accordingly. All psychiatrists and psychologists with the Jones et al. practice are currently on the United Behavioral Health panel, therefore, students with Creighton University student health insurance are eligible to see them.

Mental health services for students who are completing rotations near the Phoenix Regional Campus are available through the Anxiety Resource Center at 4425 N. 24th Street, Suite 250, in Phoenix Arizona. Services including assessment and individual counseling may be arranged by telephoning (602) 604-9440. There is no cost to students for these services. Additional health and wellness information is also available at the Student Health Services website: https://www.creighton.edu/chc/studenthealthservices/healthwellnesseducation/.

11.2.3.   Chaplain
The School of Medicine chaplain is available to discuss and advise students on spiritual concerns. The chaplain may be contacted at 402-280-4755 in Omaha and at 602-989-2246 in Phoenix.

11.2.4.   Kiewit and Rasmussen Physical Fitness Centers
The Kiewit Physical Fitness Center and Rasmussen Center are available for use by all full-time students. More information on the hours and locations of the fitness centers can be found at https://www.creighton.edu/studentlife/recreationwellness/.

11.3.   Service Opportunities

The Creighton University PA Program values and encourages students to participate in community service events throughout the duration of their education. Opportunities will be made available to the students via the PA student organization. For more information on student service opportunities, contact the class community service chair or Professor Darwin Brown at darwinbrown@creighton.edu. More information on student service opportunities is available through the Schlegel Center for Service and Justice.

11.4.   Ethical and Religious Directives for Catholic Health Care Services
Creighton University School of Medicine adheres to the United States Conference of Catholic Bishops Ethical and Religious Directives for Catholic Health Care Services, Fifth Edition. For more information on these, please go to: http://www.usccb.org/issues-and-action/human-life-and-dignity/health-care/upload/Ethical-Religious-Directives-Catholic-Health-Care-Services-fifth-edition-2009.pdf

11.5.   Policy on Student Work
The curriculum of the PA program requires the full time and energy of all PA students. Since it is believed that outside work of any kind interferes greatly with the educational experience, such work is strongly discouraged

To avoid conflicts with the professional and educational objectives of the PA Program, the following policy shall be in effect regarding student work.
- Students may not be hired as employees for any private or public practice, clinic or institution to perform any medical services concurrently during any time they are functioning as a student of the Physician Assistant Program, including during the time the student is under the sponsorship of a specific practice, clinic or institution during a SCPE.
- Any medical services provided under another license or certification during the time the student is enrolled in the PA program must be outside the duties performed as a PA student. Creighton University holds no liability for services provided by the student in that capacity.
  - Example: A student who holds an RN or EMT license works a shift for a previous employer on the weekend, not associated with their duties and responsibilities as a PA student
- Students may not take the responsibility or place of qualified staff in any medical or instructional setting.
- Students are not allowed to work in a paid or volunteer capacity for the PA program.
- Students may not be given any payments, stipends or other remuneration for medical services performed as part of the Physician Assistant Program.
- Students may not substitute for or function as instructional faculty, clinical or administrative staff while enrolled in the program.
- Students may volunteer their medical services to charitable, humanitarian or community service organizations when such services are assigned or approved within the Physician Assistant Program.

11.6.   Campus Safety
Creighton University maintains a robust Public Safety department which provides comprehensive services and education for students on its Omaha campus. Creighton University Department of Public Safety is headquartered in the west end of the Schneider Building, which is located on the east side of 23rd and Burt

Streets. The Public Safety office is open and available to students 24 hours a day, 7 days a week, 365 days a year by calling 402-280-2911. Officers are trained in CPR and first-aid along with being first responders to campus emergencies. Officers patrol academic and resident buildings, parking lots, and outlying areas of campus on foot, on bicycle and in vehicles and provide prevention programs intended to educate the Creighton community in personal and property safety. Students who do not feel safe can call Public Safety to request an escort to another location on campus.

Emergency blue light phones are placed about campus for student use in case of emergencies. A map of blue light locations can be found here: https://www.creighton.edu/fileadmin/user/AdminFinance/PublicSafety/docs/BlueLightEmergencyPhones.pdf.

Creighton University maintains a confidential reporting line for reporting safety concerns for any student, faculty or staff member. Any Creighton student wishing to file a confidential report can call 402-280-4400. More information on campus safety can be found online at https://www.creighton.edu/admin/publicsafety/

In Phoenix, Dignity Health, St. Joseph's Hospital has a 24-hour Public Safety department. If you would like an escort from the hospital to your vehicle or if you have any other security need or concern, call the hospital operator by dialing 602-406-3000 ext. 4632 or "0" on any house phone and ask for Security. In an emergency, dial 4-4-4 and the operator will pick up immediately.

Student safety procedures while in the clinical seting are provided to students entering the clinical phase during the Clinical Phase Orientation. Policies on harassment and discrimination that threaten student safety are noted herein and apply to students in both the didactic andt clinical phases of the program.

11.7.   Parking

Students must comply with parking rules both at Creighton University and all clinical sites. Creighton automatically assesses a parking fee at registration. If a student does not want a parking permit, he/she must notify Creighton Public Safety to remove the charge.

Students completing clinical rotations in the Phoenix regional network may park in Parking Lot 8 (PL8) for free, which is directly across from the Peppertree Building. Students have the option of receiving a metro pass in lieu of a parking permit, which must be used a minimum of 20 times per month for it to remain active.

More information on parking, including permit costs, citations and parking maps, can be found at: https://www.creighton.edu/admin/publicsafety/parkinginformation/studentparkinginformation/

Creighton UNIVERSITY

School of Medicine
Physician Assistant Program

Clinical Phase Student Handbook

2500 California Plaza

Omaha, NE 68178

https://medschool.creighton.edu/paprogram

402.280.5789

Clinical Phase Policies and Procedures

The following clinical policies apply to all students and are to be adhered to in relation to the academic work required of the following courses with clinical experiences:

PA 721 Family Medicine

PA 723 Ambulatory Internal Medicine

PA 725 Inpatient Internal Medicine

PA 727 Pediatrics

PA 729 Women's Health

PA 731 Behavioral Health

PA 733 Emergency Medicine

PA 735 General Surgery

PA 741 Medically Underserved Selective

PA 7XX Elective Rotation I

PA 7XX Elective Rotation II

PA 7XX Elective Rotation III

Policies specific to a clinical rotation will be specified in the syllabus, as necessary. These policies may be modified by the program at any time. Students will be made aware of any changes in policies as they are made. Students should also refer to the PA Program Student Handbook for additional Program policies.

CP 1: Clinical Immunization, Background, and Drug Screening Requirements

Students are required to comply with the Creighton University immunization, physical health, background check, and drug screen policies during their program of study. Some clinical facilities may have additional requirements for students rotating at their facility, including, but not limited to additional paperwork, drug/alcohol/background screenings, fingerprinting, immunization requirements, etc. When applicable, these additional requirements, including any cost, are the responsibility of the student. Please refer to PA Program Student Handbook for more specific information on program background and drug screening procedures.

CP 2: HIPAA Compliance

Prior to clinical experiences, all students will be trained in the Health Insurance Portability Accountability Act (HIPAA) medical privacy regulations. Students must demonstrate continuous compliance with all HIPAA regulations throughout their time in the program.

CP 3: OSHA Guidelines *(A1.03d, A3.08)*

Safety is an important objective for students and patients. Prior to starting clinical experiences, students receive training in accordance with the requirements of the Occupational Health & Safety Administration (OSHA) on Universal Precautions and are provided information regarding the appropriate methods of handling blood, tissues and bodily fluids, as well as dealing with the management of communicable diseases. Each student is responsible for incorporating these precautionary measures into the daily routine involved in patient care. It is the student's responsibility to become familiar with the policies and procedures for employing these precautions at each of the clinical sites to which the student is assigned. All students will participate in clinical affiliation requirements for safety and quality assurance compliance at the direction of the clinical affiliate's personnel.

Students should refer to the PA Program Student Handbook policy 11.1.1 for specifics on Infectious/Communicable Disease Policy and Procedures.

CP 4: Affiliation Agreements *(A1.02, A3.01)*

Affiliation agreements are established between all clinical sites/preceptors and Creighton University before students can enter the clinical site as a student. Affiliation agreements are legal documents that address liability, malpractice and issues pertinent to the site location and practice type. The Creighton University PA Program has affiliation agreements in place with healthcare institutions allowing for a complete curriculum of clinical experiences for each student. Occasionally, program policies will be superseded by more stringent guidelines at a clinical site as outlined in the relevant affiliation agreement.

CP 5: Student-Initiated Clinical Experiences *(A3.03)*

Students may not arrange their own clinical experiences and must not provide or solicit clinical sites, but may suggest potential opportunities to the clinical coordinating team. The Program is committed to developing new relationships with preceptors and clinical sites, but must approve any and all requests to do so. Students should be aware it may take months to arrange such an experience and that the request might not be completed/approved. To suggest a clinical experience, students must observe the following:

> 1. Students should allow at least four (4) months for the necessary paperwork to be completed.

> 2. The student is should not contact the clinical site.

> 3. Using information from the Clinical Site Request Form, the clinical coordinating team will evaluate the potential site/preceptor to determine the appropriateness of the request, including if the site and/or preceptor meet program expectations and accreditation standards.

Students interested in an opportunity for a supervised clinical practice activity outside of the Creighton PA Program clinical network should contact the Director of Clinical Education to obtain the Clinical Site Request Application and Alternate Clerkship Site Profile Form.

CP 6: Elective Clinical Rotation Experiences

Elective clinical experiences are rotations beyond those core experiences specifically required by the program. These experiences may be selected by the student, but the Program reserves the right to assign the student a specific elective to meet the program's learning outcomes. The experience is chosen, either from a site in the program's database or with a new clinical partner and must be approved by the Director of Clinical Education. Elective clinical experiences can be an opportunity for students to enhance an area of interest, develop a deficiency, and/or to explore a location for future clinical practice.

CP 7: Preceptors and Supervision *(A2.15, A2.17)*

The student will be assigned a primary preceptor for each clinical location. Students have access to contact information for the preceptor and rotation through the program management platform (E*Value). The preceptor will provide opportunities within his/her medical practice for the student to gain knowledge, skill and experience in the evaluation and management of a wide range of medical problems. The preceptor, therefore, provides clinical instruction, insight, and experience. The preceptor:
- Determines the student's schedule, practice orientation, and work assignments
- Supervises the student and determines when the student is prepared for greater responsibility and assesses student competency
- Assesses student competency and provides feedback on students' clinical knowledge, clinical skills and abilities.
- Assures that hospital regulations are adhered to, both by the hospital and the student
- Where appropriate, discusses student progress with Program faculty
- Evaluates the student's performance at the middle and end of the rotation

The preceptor is responsible for providing ongoing and timely feedback regarding clinical performance, knowledge base, and critical thinking skills, based on the student's level of training and the respective course's learning objectives. During a student's time at the facility, the preceptor must be available for supervision, consultation, and teaching, or designate an alternate preceptor. The primary preceptor may not be with a student during every shift, but students will be assigned to another MD, DO, PA, or NP who will serve as the student's preceptor for any given time interval.

Although students may interact with and be supervised by resident physicians, the program does not rely primarily on resident physicians for didactic or clinical instruction. Having more than one clinical preceptor offers the advantage of sharing preceptorship duties and exposes students to valuable variations in practice style, which can help learners develop their own professional personality and identity. If an instance occurs where supervision is not available by a physician, PA, or NP, students may be given an assignment or may spend time with ancillary staff (x-ray, lab, physical therapy, etc.), as these experiences can be valuable as well so long as they align with course learning objectives and outcomes. The preceptor should be aware of the student's assigned activities at all times.

Students are not employees of the hospitals or clinics where supervised clinical practice experiences occur and, therefore, work entirely under the preceptor's supervision. On each rotation, it is the student and preceptor's shared responsibility to ensure the supervising preceptor sees all of the patients the student interacts with. The preceptor can provide direct supervision of technical skills with gradually increasing autonomy in accordance with the PA student's demonstrated level of expertise. However, every patient must be seen and every procedure supervised and reviewed by the supervisor prior to patient discharge or disposition. The PA student will not be allowed to see, treat, or discharge a patient without evaluation of the patient personally by the preceptor. The PA student is also not allowed to be compensated for their services.

CP 7.1: Student Housing *(A1.03g)*

For clinical training sites away from the local campus, housing may be provided by the clinical training site. Students should treat any housing provided to them respectfully and will be held financially responsible for any damages incurred to property while they reside there. Students are responsible for securing and paying for housing if not otherwise provided. The student may refer to the site profile in E*Value for information regarding student housing, including contact information. If there are problems that arise with housing, the student should first contact the site. If there is an emergency or the site is unresponsive, the student should contact the Director of Clincial Education or other Program personnel. The Program is committed to providing for the safety of its students. If there are safety concerns at any site, the student should contact local police and, as soon as it is safe to do so, the Program.

CP 8: Program Responsibilities for Clinical Experiences

The overall goal of the clinical phase of the program is to provide students with the appropriate clinical exposures to guide the student's development as a clinician. The Program-defined expectations and learning outcomes to be acquired during rotations reinforce didactic information, provide direction in developing clinical competence, and foster maturity as a budding professional.

The clinical education team is responsible for the Program-defined expectations and learning outcomes associated with the clinical phase, coordinating clinical rotations, monitoring the overall progress of students on rotations, and assuring the quality of the clinical sites. Preceptors and students are provided with the guidelines that define program goals and objectives for each rotation through appropriate handbooks and syllabi. The Director of Clinical Education and Clinical Coordinator(s) are the Program's principle contact with the preceptor and the student on rotations. They will also act as intermediaries between student and preceptor if necessary to resolve conflicts. The clinical education team schedule all clinical rotations and communicate these schedules to the student, the preceptor, and program personnel.

The Program maintains responsibility for the following:
• The program is responsible for coordinating (identifying, contacting, and evaluating) and assigning all student clinical experiences. Reasonable effort will be made to accommodate student preference on clerkship scheduling and sites, however, in all cases the final determination for all clerkship times, sites, and activities will be at the discretion of the Director of Clinical Education.
• Student preferences for clinical assignments will be considered, but cannot be guaranteed. *(A3.03)*
• Clinical assignments are given at least 30 days in advance; however, **the program reserves the right to alter assignments during the course of study.**
• The program will provide specific learning objectives to preceptors and students.
• The program will take action if it is deemed the student is in danger or if their educational experience is limited due to an environment not conducive to learning.
• The program will withdraw any student from a clinical experience at the request of the preceptor when it is deemed that the student's work, conduct, or health is considered unsafe or detrimental to patients or the practice site.
• The program will withdraw any student from a rotation if there is a significant conflict between the student and preceptor that would deter from the learning experience.
• The program will evaluate the suitability of the clinical site and preceptor and will use these evaluations as an opportunity to assess student progress and address any preceptor and/or student issues.
• While the preceptor will evaluate the student, the program will determine final grades for students.

CP 9: Student Responsibilities for Clinical Experiences

The following activities are required of every clinical phase student to progress and graduate:

1. Successful completion of all required (core) rotations, one selective, and three elective rotations.
2. Satisfactory completion of all PAEA End of Rotation (EOR) exams at or above the Program passing point
3. Completion of all required immunizations, health testing/screening, background checks, computer/EHR trainings and any other tasks or requirements of the Program or of clinical training sites. These requirements will be presented to the student prior to the clinical experience. Timely completion of these student responsibilities is important. Failure to complete clinical site onboarding in a timely manner may interfere with the ability to complete training at specific sites.
4. Maintenance of professionalism throughout the entirety of the clinical phase of the Program.

5. Timely completion of patient logging and preceptor/site evaluation requirements.
6. Successful completion of assessment activities, including summative and graduation testing.

Additionally, for the student to be best positioned for success, the student must remain responsible for the following:

- The student will adhere to the regulations and policies of the Creighton University School of Medicine and the CU PA Program.
- The student will conduct him/herself in a courteous, respectful, and professional manner at all times.
- The student will identify themselves as a Creighton University Physician Assistant student and wear appropriate identification during all clinical experiences. *(B3.01)*
- The student will be conscientious, accountable, and will be responsible for taking an active role in his/her clinical education.
- The student will demonstrate awareness of professional limitations and will only perform activities assigned by, and under the supervision of, their preceptor. Students should communicate with the preceptor if they do not feel comfortable completing a clinical activity based on their level of training.
- The student must provide current address, phone number, and emergency contact information to the CU PA Program. Any changes to this information must be reported to the program immediately. The student will give their preceptors and/or site/office direct and current contact number and get a direct number for both the preceptor and site/office.
- The student is responsible for the timely completion of necessary paperwork and/or actions required for clinical rotations prior to, during, and after the rotation. **Failure to complete the necessary onboarding resulting in the delay of a rotation's start may result in the student not being allowed to complete the rotation as scheduled. This may result in scheduling the rotation at the end of the clinical year, leading to a possible delay in graduation.**
- The student should contact the site/preceptor 2-3 weeks prior to the start of their rotation to introduce themselves and make arrangements for the upcoming rotation. Contact information is listed on each site/preceptor profile in E*Value. *(A2.17)*
- On the first day at a new clinical site, the student will inform the preceptor of his/her educational goals; this includes sharing with the preceptor the level of competence and knowledge in specific clinical requirements and clinical skills, as well as the goals the student would like to achieve during the rotation. He/she will review course objectives and evaluation form with the preceptor.
- The student will request information and orientation on issues specific to safety at each assigned site.
- The student will follow the rules and regulations of the hospital or other institutions in which he/she works and agrees to complete any additional training and/or testing required by the facilities.
- The student will make all reasonable efforts to maintain good relationships at all times with patients, staff, and preceptors.
- The student will complete all assignments and assessments in accordance with course requirements.
- Students in clinical rotations are required to keep a clinical log, as specified by program instructions, of each patient encounter and the number of clinical training hours. These records are maintained by the student and monitored by the program. These logs must be kept current.

- The student shall handle all confidential information in a professional and ethical manner and in accordance with all applicable federal and state, including HIPAA laws and regulations.
- Where not otherwise provided, students shall be responsible for all costs for transportation, housing and meals at all assigned clerkship sites.
- If a student is removed from a clinical experience, either by the Program or at the request of a preceptor, the student must appear in person to meet with the Director of Clinical Education, PA Program Director, and/or with appropriate CU SOM committee(s).

CP 9.1: Student Dress Code *(B3.01)*

Students will observe the following dress code when working in any clinical situation. A professional appearance is mandatory for all students unless otherwise specified by the clinical preceptor. In all clinics a white coat with your name tag and the Creighton University crest will be worn with appropriate dress to reflect a "professional" or "business" appearance (i.e. no blue jeans, shorts, tennis shoes, etc.). Personal grooming and hygiene must be a priority. Tattoos and/or piercings should not be offensive or impede the ability of the student to effectively function in a clinical setting.

Dress should always be at or above the level of dress expected in the clinic/site. In certain clerkships, the requirement for the white coat may be waived by the preceptor; however, **the student MUST always be identified by their Creighton University Identification badge.**

CP 10: Clinical Role of the Student *(A3.06, A3.05)*

Clinical experiences are expected to be educational for the PA student. At no time during Program clinical experiences should the student be called upon or used to substitute for regular clinical or administrative staff. The student should also not substitute for or function as instructional faculty. If a situation arises where an individual is asked to perform in a role other than that of student or to substitute for a staff member, the student should contact the Program immediately for guidance.

The following are several "guidelines" regarding what a PA student may be permitted to do by the preceptor. The judgment of the preceptor regarding how much responsibility a student is ready to assume should be a determining factor in which tasks are assigned and degree of supervision needed. All students should exhibit a baseline of medical knowledge and clinical skills. A course syllabus will be provided to the preceptor outlining the rotation objectives the student must meet.

Typical tasks assigned to PA students include:
- Taking histories and performing physical examinations
- Assessing common medical problems and recommending appropriate management
- Discussing/recommending treatment approach, medication and follow-up care.
- Performing and assisting in diagnostic and therapeutic procedures
- Assisting the preceptor in hospital/nursing home rounds, recording progress notes, transcribing specific orders of the preceptor as allowed by the facility
- Following protocols (verbal or standing orders) of the preceptor
- Presenting patient cases orally and in a written format
- Discussing the basic pathophysiologic mechanisms that have produced the signs, symptoms, and disease processes under investigation

- Completing assigned readings and preparing presentations as requested by clinical preceptor and/or program faculty
- Attending all teaching rounds and conferences, and other learning opportunities outside of the clinical setting
- Following the assigned on-call schedule

CP 11: Resolving Clinical Issues

A student who has any clinical rotation concerns should address them in a professional manner. Problems during rotations can occur, be they academic, professional, or personal in nature. Students should use the following guidelines in dealing with problems:

- Attempt to resolve problems with the appropriate individual directly.
- If the preceding is not possible, discuss the situation with the clinical preceptor.
- If unable to resolve the problem, contact the Director of Clinical Education.

Do not allow small problems to turn into large problems. Address issues immediately so the issue can be resolved quickly and effectively.

As previously mentioned in this handbook, harassment and discrimination of any kind is not tolerated. Any student who feels they have been harassed or discriminated against should refer to the policies and procedures for reporting this type of behavior outlined in University, School of Medicine, and PA Program resources. Students should contact the Director of Clinical Education , Program Director, or another Program official, per the reporting policy, that they feel comfortable speaking with about the matter.

CP 12: Travel, Transportation, and Housing

Housing and transportation for all clinical experiences are the responsibility of the student. See the Clinical Attendance Policy for information on travel time for campus return and other activities.

CP 13: Clinical Attendance Policy

Students are expected to be in attendance daily, and as requested, to fulfill the preceptor's schedule availability, which may include evenings, night, shift-type work and/or weekends. Time for arrival and departure will be determined by each site and preceptor. During clinical rotations students will follow the schedule of their specific clinical rotation site and/or preceptor and are expected to obtain a minimum of 36 contact hours per week. Completion of the minimum required time does not imply the student should stop seeking clinical experiences once the minimum expectation has been met. The program may occasionally make unannounced phone calls or visits to clinical sites to verify student attendance.

- Students are allowed up to five (5) days of absence during the clinical phase of the program for sick or personal use.

- The student must notify their preceptor and the Director of Clinical Education or Clinical Coordinator via email or phone **prior** to any absence, if possible. The procedure for requesting absence in the clinical phase of the program is described in Section 6.3 of the PA Program Student Handbook. All daily absences must be approved by the Director of Clinical Education.
- An absence of two or more consecutive days due to illness requires a written excuse from a health care provider on official letterhead.
- Students must meet the minimum hour requirement for each rotation. Should an absence prevent the student from meeting this requirement, make-up time and/or assignments may be required and will be determined by the preceptor and/or the Program.
- Rotations may require students work at times other than the regular workday. This may include taking call and work on the weekends.
- Christmas Day, Martin Luther King Day, Thanksgiving Day, Good Friday, Memorial Day, Independence Day, and Labor Day are the only student holidays officially observed while on rotations. Students will be excused from work on those days, however, work may be required on days adjacent to the holiday, depending on the nature and expectations of the clinical rotation.

CP 13.1: Travel Time for Campus Returns Days

Students will be given a travel day for campus return activities if their clinical rotation site is greater than 200 miles from the Creighton Omaha or Phoenix Regional campuses. Students in this situation should contact the Director of Clinical Education for approval of a travel day. It is the student's responsibility to notify the preceptor at their clinical site that they will be leaving a day early for travel. Students should still strive to meet the minimum required hours for the rotation. If this is not possible, the student should contact the Director of Clinical Education immediately to discuss.

CP 13.2 Interview Time

The program is aware that during the clinical phase students may need time to attend job interviews. Students may use any of their five personal days for job interview activities. The process for requesting an absence during the clinical phase is described in the Student handbook, Section 6.3.3. It is the responsibility of the student to inform the preceptor at the clinical site of the pending absence.

CP 13.2 Clerkship Completion

Students must complete all clerkships/rotations designated as required by the Program. Reasonable effort will be made to accommodate student preference on clerkship scheduling and sites. However, in all cases the final determination for all clerkships times, sites and activities will be at the discretion of the Director of Clinical Education.

If for any reason a student is unable to complete a clerkship or is not able to be present for the time typically required for completion of the clerkship, the clerkship will be designated an "interrupted clerkship." Absence from a clerkship of four (4) days or more for any reason in any clerkship month shall constitute an "interrupted clerkship." For "interrupted clerkships" students will be required to make up time. In cases of "interrupted clerkships," the PA Program clinical faculty will work with the student and

preceptor to determine whether time can feasibly be made up during the scheduled clerkship dates. If this is not possible, the issue will be referred to the Student Advancement Committee. The Student Advancement Committee shall determine the remediation of missed time, which may include repeating the rotation or extending the time required to complete the program to make up missed experiences. Any extension of time required to complete the program may affect the student's graduation date and have financial implications. It is the student's responsibility to work with the Fiancial Aid office regarding the financial implications.

Any absences beyond the five ordinarily provided to the student must be approved by the Director of Clincial Education. If a student is absent for a total of ten (10) or more days for any reason (sick, personal, interview, or other) during the 15-month clerkship period, a required make-up period will be assigned at the discretion of the Student Advancement Committee.

The Program will have designated periods of excused time from clerkships to conduct required and/or approved activities (in addition to University approved holidays). These times will not count as absences from clerkships requiring the make-up of time.

Appendix 1 – Program Outcomes and Entrustable Professional Activities

The Creighton University Physician Assistant Program has adopted the following Program Outcomes which align with the NCCPA Core Competencies and the AAMC Domain Competencies. The PA Program integrated curriculum is designed to integrate Entrustable Professional Activities (EPA) as the framework for assessment of the learning outcomes.

Upon completion of the PA program, the student will demonstrate competency in each of the Program Outcomes

Program Outcomes

1. **Patient Care (PC)**

2. **Medical Knowledge (MK)**

3. **Practice-Based Learning and Improvement (PBLI)**

4. **Interpersonal and Communication Skills (ICS)**

5. **Professionalism (P)**

6. **Systems-Based Practice (SBP)**

Entrustable Professional Activities

EPA 1: Gather a history and perform a physical examination

- Patient Care
    - PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests
- Medical Knowledge
    - MK 1: Demonstrate an investigatory and analytic approach to clinical situations
- Interpersonal and Communication Skills
    - ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
    - ICS 7: Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions
- Professionalism
    - P 1: Demonstrate compassion, integrity, and respect for others
    - P 3: Demonstrate respect for patient privacy and autonomy
    - P 5: Demonstrate sensitivity and responsiveness to a diverse population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
    -

EPA 2: Prioritize a differential diagnosis following a clinical encounter

- Patient Care
  - PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests
  - PC 4: Interpret laboratory data, imaging studies, and other tests required for the area of practice
- Medical Knowledge
  - MK 2: Apply established and emerging biophysical scientific principles fundamental to health care for patients and populations
  - MK 3: Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care
  - MK 4: Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- Interpersonal and Communication Skills
  - ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
- Practice-based Learning and Improvement
  - PBLI 1: Identify strengths, deficiencies, and limits in one's knowledge and expertise

EPA 3: Recommend and interpret common diagnostic and screening tests

- Patient Care
  - PC 4: Interpret laboratory data, imaging studies, and other tests required for the area of practice
  - PC 5: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, and up-to-date scientific evidence, and clinical judgement
  - PC 7: Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
  - PC 9: Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health
- Medical Knowledge
  - MK 1: Demonstrate an investigatory and analytic approach to clinical situations
  - MK 4: Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- Practice-based Learning and Improvement
  - PBLI 9: Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
- Systems-Based Practice
  - SBP 3: Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

EPA 4: Enter and discuss orders and prescriptions

- Patient Care
  - PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests
  - PC 5: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, and up-to-date scientific evidence, and clinical judgement
  - PC 6: Develop and carry out patient management plans
- Practice-based Learning and Improvement
  - PBLI 1: Identify strengths, deficiencies, and limits in one's knowledge and expertise
  - PBLI 7: Use information technology to optimize learning
- Interpersonal and Communication Skills
  - ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- Systems-based Practice
  - SBP 3: Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

EPA 5: Document a clinical encounter in the patient record

- Patient Care
  - PC 4: Interpret laboratory data, imaging studies, and other tests required for the area of practice
  - PC 6: Develop and carry out patient management plans
- Interpersonal and Communication Skills
  - ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
  - ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
  - ICS 5: Maintain comprehensive, timely, and legible medical records
- Systems-based Practice
  - SBP 1: Work effectively in various health care delivery settings and systems
- Professionalism
  - P 4: Demonstrate accountability to patients, society, and the profession

EPA 6: Provide an oral presentation of a clinical encounter

- Patient Care
  - PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests

- Interpersonal and Communication Skills
  - ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
  - ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
- Professionalism
  - P1: Demonstrate compassion, integrity, and respect for others
  - P3: Demonstrate respect for patient privacy and autonomy
- Practice-based Learning and Improvement
  - PBLI 1: Identify strengths, deficiencies, and limits in one's knowledge and expertise

EPA 7: Form clinical questions and retrieve evidence to advance care

- Medical Knowledge
  - MK 3: Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care
  - MK 4: Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- Interpersonal and Communication Skills
  - ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
- Practice-based Learning and Improvement
  - PBLI 1: Identify strengths, deficiencies, and limits in one's knowledge and expertise
  - PBLI 3: Identify and perform learning activities that address one's gap in knowledge, skills, or attitudes
  - PBLI 6: Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems
  - PBLI 7: Use information technology to optimize learning
  - PBLI 9: Obtain and utilize information about individual patients, populations of patients, or communities for which patients are drawn to improve care

EPA 8: Give or receive a patient handover to transition care responsibility

- Patient Care
  - PC 8: Provide appropriate referral of patients including ensure continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes
- Interpersonal and Communication Skills
  - ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
  - ICS 3: Work effectively with others as a member of the health care team
- Practice-based Learning and Improvement
  - PBLI 5: Incorporate feed back into daily practice

- o PBLI 7: Use information technology to optimize learning
- Professionalism
  - o P 3: Demonstrate respect for patient privacy and autonomy

EPA 9: Collaborate as a member of an interprofessional team

- Interpersonal and Communication Skills
  - o ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
  - o ICS 3: Work effectively with others as a member of the health care team
  - o ICS 7: Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions
- Professionalism
  - o P1: Demonstrate compassion, integrity, and respect for others
- Systems-based Practice
  - o SBP 2: Coordinate patient care within the health care system

EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management

- Patient Care
  - o PC 1: Perform all medical, diagnostic, and procedures considered essential for the area of practice
  - o PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and use of laboratory data imaging, and other tests
  - o PC 3: Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
  - o PC 4: Interpret laboratory data, imaging studies, and other tests required for the area of practice
  - o PC 5: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, and up-to-date scientific evidence, and clinical judgement
  - o PC 6: Develop and carry out patient management plans
- Interpersonal and Communication Skills
  - o ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
  - o ICS 6: Demonstrate sensitivity, honesty, and compassion in difficult conversations (e.g., death, end-of-life care, adverse events, bad news, disclosure of errors)

EPA 11: Obtain informed consent for tests and/or procedures

- Patient Care
  - PC 3: Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
  - PC 6: Develop and carry out patient management plans
  - PC 7: Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
- Interpersonal and Communication Skills
  - ICS 1: ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
  - ICS 5: Maintain comprehensive, timely, and legible medical records
  - ICS 7: Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions
- Systems-based Practice
  - SBP 3: Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

EPA 12: Perform general procedures of a physician assistant

- Patient Care
  - PC 1: Perform all medical, diagnostic, and procedures considered essential for the area of practice
  - PC 7: Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
- Interpersonal and Communication Skills
  - ICS 5: Maintain comprehensive, timely, and legible medical records
  - ICS 6: Demonstrate sensitivity, honesty, and compassion in difficult conversations (e.g., death, end-of-life care, adverse events, bad news, disclosure of errors)
- Professionalism
  - P 6: Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant practice la
- Systems-based Practice
  - SBP 3: Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care
  -

EPA 13: Identify system failures and contribute to a culture of safety and improvement

- Medical Knowledge
  - MK 1: Demonstrate an investigatory and analytic approach to clinical situations
- Practice-based Learning and Improvement
  - PBLI 4: Systematically analyze and practice using quality-improvement methods and implement changes with the goal of practice improvement

- o PBLI 10: Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have demonstrated to improve outcomes
- Interpersonal and Communication Skills
  - o ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
- Professionalism
  - o P 4: Demonstrate accountability to patients, society, and the profession
- Systems-based Practice
  - o SBP 4: Advocate for quality patient care and optimal patient care systems
  - o SBP 5: Participate in identifying system errors and implementing potential systems solutions

Appendix 2 – Absence Request Forms

STUDENT ABSENCE REQUEST FORM
Didactic Phase

Form must be completed to request an excused absence from a mandatory activity, to report an unexcused absence from a mandatory activity, or to request any other exception to a PA program policy. Please review the policy on attendance in the PA Program Student Handbook

Student Name_____

Rotation_____Location_____

Activity Date(s)/Time(s)_____Activity Description _____

Purpose/Reason for absence or request for policy exemption:_____

_____

_____

_____

_____

I affirm that the reasons stated above are true and represent the complete basis for my request.

Student Signature_____ Date _____

Signed form must be submitted to the student's advisor for approval

Student Advisor Recommendations:

☐ APPROVED ☐ DENIED ☐ UNEXCUSED ABSENCE

Comments_____

_____

_____

_____

Advisor Signature_____ Date_____

This form will become a part of your permanent academic record.

STUDENT ABSENCE REQUEST FORM
Clinical Phase

Form must be completed to request an excused absence from a mandatory activity, to report an unexcused absence from a mandatory activity, or to request any other exception to a PA program policy. Please review the policy on attendance in the PA Program Student Handbook

Student Name_____

Rotation_____Location_____

Activities/Dates Affected_____ _____

Purpose/Reason for absence or request for policy exemption:_____

_____

_____

_____

I affirm that the reasons stated above are true and represent the complete basis for my request.

Student Signature_____ Date _____

Director of Clinical Education Recommendation:

☐ APPROVED   ☐ DENIED   ☐ UNEXCUSED ABSENCE

Comments_____

_____

_____

_____

Dir. Of Clinical Education Signature_____Date_____

Preceptor Approval

Preceptor Signature_____Date _____

***Signed form must be returned to the Clinical Coordinator after preceptor signature is acquired. ***

This form will become a part of your permanent academic record.

Appendix 3 – Student Handbook Attestation Form

Compliance with the Creighton PA Program Student Handbooks

As a condition of acceptance into, and continuation in the Program, the student agrees to abide by the Creighton Physician Assistant (PA) Program Student Handbook and Clinical Phase Handbook, a collective name for the policies, requirements, guidelines and expectations of the Program. In return, the Program agrees to provide instruction, experiences and guidance to enable the student to become a competent practitioner. This agreement is intended to emphasize the commitment to professional excellence on the part of both the student and the Program.

The Student Handbook and Clinical Phase Handbook are presented to each student accepted into the Creighton PA program and the current handbooks are available online at the PA program's website. They contain essential information regarding the policies, requirements, guidelines and expectations that govern academic performance and student conduct applicable to all students who are enrolled in any phase of the PA Program. Each student enrolled in the program is expected to read and understand the handbooks. Students are encouraged to obtain clarification from the PA Program Director regarding any content they do not understand. The handbooks provided to students herein are effective starting the Fall 2019-2020 academic year. Any student appeals that attempt to invoke, utilize or assume as precedent any past policies, requirements or practices will not be considered valid or legitimate.

Attestation (Initial each item and sign below)

_____ I hereby affirm and declare that I wish to enroll in and complete the Physician Assistant Program at Creighton University. As a condition of enrollment and continued progress in the Program, I freely and with full understanding and sincerity of purpose, agree to abide by the policies, requirements, guidelines and expectations collectively known as the Creighton PA Program Student Handbook and Clinical Phase Handbook.

_____ I received a copy of and have read the Student Handbook and the Clinical Phase Handbook. I understand the intent and meaning of the contents of this document.

_____ I understand that all policies, procedures, guidelines and requirements contained in the Student Handbook and Clinical Phase Handbook apply to all students in all phases of the PA Program, without exception.

_____ I agree that my academic progress, professional conduct and ability to meet technical standards will be evaluated by the PA Program according to the policies and procedures contained in the Student Handbook and Clinical Phase Handbook

_____ I understand and agree that if I fail to meet the obligations, responsibilities or requirements stated in the Student Handbook and Clinical Phase Handbook, my enrollment will be terminated via voluntary withdrawal or dismissal.

_____

Signature   **Date**

Compliance with the Creighton PA Program Technical Standards

Initial each item below and sign the form at the bottom

_____ I have read the technical standards and understand the observational skills; communication skills; motor skills; intellectual, conceptual, integrative, and quantitative abilities; and attitudinal, behavioral, interpersonal, and emotional attributes required to successfully complete the Creighton PA program curriculum.

_____ I understand that information regarding the technical standards and seeking accommodations can be found in the PA Program Student Handbook and online at https://www.creighton.edu/disabilitysupportservices/.

_____ I agree to comply with the policies and procedures defined by Creighton University and the PA program regarding technical standards.

_____ I understand that if, at any time prior to or during my enrollment in the PA program, I become unable to meet the technical standards, it is solely my responsibility to request accommodations from the Office of Disability Accommodations, provide documentation, and complete a written needs assessment at https://www.creighton.edu/disabilitysupportservices/ or (402) 280-2166.

_____ I understand my admission to the PA Program is conditional upon my willingness and ability to meet the technical standards, with or without accommodations.

Select and initial the item below that applies to you:

_____ I attest that I meet all technical standards.

    OR

_____ I do not meet all technical standards and I understand that it is my responsibility to contact the Office of Disability Accommodations prior to July 15, 2019 or as soon as the disability becomes known to me to ensure that reasonable accommodations can be made.

_____

Signature   **Date**