Creighton
UNIVERSITY

School of Medicine
Physician Assistant Program

Phoenix Health Sciences Campus

Academic Year
2023-2024

Virginia G. Piper Charitable Trust Health Sciences Building
3100 N. Central Ave. Phoenix, AZ 85012
https://www.creighton.edu/academics/programs/physician-assistant-program-phoenix
Phone: (602)812-4972
Email: paprogramphoenix@creighton.edu

Table Contents

Faculty and Staff

Faculty

Emily Babcock, DHSc, PA-C, DFAAPA	Wendi Carlton, MD	Jodi Behm, MMS, PA-C
Program Director	*Medical Director*	*Principal Faculty*
Associate Professor	*Associate Professor*	*Assistant Professor*
Jennifer Feirstein, MSPAS, PA-C, DFAAPA	Carla Shamblen, DMSc, PA-C, DFAAPA	Lynzi Warner, MSPAS, PA-C, ATC/L
Director of Didactic Education	*Director of Clinical Education*	*Principal Faculty*
Assistant Professor	*Associate Professor*	*Assistant Professor*
Vanessa Kaye, MPAS, PA-C	Caitlin McQuarie, MMS, PA-C	
Principal Faculty	*Principal Faculty*	
Assistant Professor	*Assistant Professor*	

Staff

Bree Stalhut, MA	Joseph Ploskonka, MBA	Mary Ann Borgesen, PhD
Program Manager/Admissions Specialist	*Academic Coordinator*	*Clinical Coordinator*
TBA	Joey Schechter, MS	
Administrative Assistant III	*Program Analyst*	

Support Services

Rachel Jones, MAEd	Claudia Mares, MBA	Jennifer Bragg, RN, BSN
Academic Success Consultant	*Academic Success Consultant*	*Assistant Director*
Office of Academic Success	Office of Academic Success	Student Health Education and Compliance Office
Megan McDonnell, PsyD	Lisa Donsker, MC, LPC	
Licensed Psychologist	*Licensed Professional Counselor*	
Student Counseling Services	Student Counseling Services	

Program Contact Information
Virginia G. Piper Charitable Trust
Health Sciences Building
3100 N. Central Ave.
Phoenix, AZ 85012
Phone: (602)812-4972
paprogramphoenix@creighton.edu

Program Office Hours
Monday – Friday: 8 a.m.– 4:30 p.m.
Voicemail is available 24 hours a day

Message from the Director

Hello and welcome!

As your PA Program Director, I wholeheartedly welcome you to the Creighton University Physician Assistant Program – Phoenix. We are thrilled that you are a member of our inaugural class! The faculty and staff of our program are dedicated to guiding and supporting you throughout your journey to become a PA. I encourage you to be open to the many new experiences you will have over the next few years. Enjoy exploring all the different components of medical education. We hope to foster an environment that helps you become a lifelong learner.

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!

Emily Babcock

Emily Babcock, DHSc, PA-C
Associate Professor
Program Director, Creighton University PA Program – Phoenix

Creighton UNIVERSITY
School of Medicine
Physician Assistant Program

All program procedures and policies apply to all students enrolled in the Creighton University PA Program – Phoenix. 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.

Mission and Goals

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.

Physician Assistant Program Mission

The Creighton University Physician Assistant Program – Phoenix 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.

Physician Assistant Program Goals

Goal 1

Create and nurture a learning environment that embraces diversity, equity, and inclusion.

The PA program values communities that are reflective of all the ways in which individuals and groups differ. To develop a diverse community of learners, recruitment and outreach efforts are targeted to reach a broadly diverse pool of potential applicants, particularly underrepresented minorities in medicine and first-generation college students.

The program curriculum will emphasize cultural humility, prepare graduates to practice in diverse settings, and promote advocacy for inclusive practices in healthcare.

The university provides support, programs, and services that promote diversity, equity, and inclusion, and a positive learning environment for all students.

Goal 2

Support a culture of service to others and to the 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. 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 the program's first-time pass rate as compared to the national average.

Goal 6

Foster the development of PA graduates who value interprofessional, collaborative, and patient-centered delivery of health care.

Commitment to team-based medical care is a program priority.

Students will participate in classroom-based and experiential interprofessional learning opportunities to expand their knowledge of other healthcare professionals.

Students will be encouraged to collaborate with medical learners from various health professions, and to maximize their peripheral learning from allied health staff during clinical rotations.

The program curriculum will emphasize patient-centered care that focuses on establishing the goals and needs of the patient.

Management

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 regional dean of the School of Medicine – Phoenix. The regional dean reports to the dean of the School of Medicine. The program director is supported in their responsibilities by the regional dean of the School of Medicine – Phoenix. Faculty, staff, and the Medical Director of the PA program report to the program director. All principal faculty of the PA program have primary faculty appointments in the Department of Health Professions within the Creighton University School of Medicine but may hold secondary academic appointments to other departments in schools or colleges within the university.

PA Program Office Policies

Meetings with Faculty

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 academic counseling, advisement, questions, or other concerns related to program performance. Drop-in appointments may be accommodated; however, students must stop at the PA office administrative desk and ask program staff to check the faculty member's availability before proceeding to their office.

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 (CU) 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 their CU email account, and not through personal email accounts, text messages, social media accounts, or other means.

Faculty as Medical Providers

Faculty members, including the program director, principal faculty, and medal 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.

Office of Student Affairs

The Office of Student Affairs, supported by the assistant dean for student affairs in Phoenix, and 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. Contact information for the financial aid coordinator can be found here: https://medschool.creighton.edu/current-students/financial-aid.

The financial aid counselor on the Phoenix campus is:

Shawn Irving, MBA
(602)812-7269
shawnirving@creighton.edu

Academic Success Consultants

The professionals within the Office of Academic Success provide resources and personal consultations to enable medical learners to achieve academic, personal, and professional success. Consultants are available to meet with students individually to create customized study plans and explore potential resources at every stage of their education. In addition to academic strategies, they help students with issues which may impact academic performance, such as test anxiety and disrupted sleep patterns.

Information about the Office of Academic Success can be found here: https://medschool.creighton.edu/current-students/academic-success.

The academic success consultants on the Phoenix campus are:

Rachel Jones, MAEd
(602)406-7089
RachelJones1@creighton.edu

Claudia Mares, MBA
(602)812-4589
ClaudiaMares@creighton.edu

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-Phoenix 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 the activities described below. PA students must be able to integrate all information received by whatever sensory function is employed and 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 abilities, and attitudinal, behavioral, interpersonal, and emotional skills.

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 must be able to observe demonstrations, experiments, and laboratory exercises in the basic and clinical 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 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 a 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 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 to compromise the care of the patient.

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.

The program will consider for admission any candidate who demonstrates the ability to perform the skills and abilities specified in these technical standards with or without reasonable accommodations consistent with the Americans with Disabilities Act. Candidates for the PA degree will be assessed on a regular basis according to the academic standards and technical standards of the PA program. Students

interested in requesting accommodations are encouraged to read *Disability Services* on the following page.

Student Rights

Equity and Inclusion

Creighton University, through its Catholic and Ignatian heritage, is inspired to celebrate diversity and promote justice. Creighton University faculty, staff, students, and administrators seek to foster an environment of awareness, inclusion, and compassion for every individual in our community. In this effort, the Creighton University Division of Equity, Diversity, and Inclusion supports multiple programs and offices: https://www.creighton.edu/about/diversity-and-inclusion.

Additionally, the Creighton University School of Medicine seeks to operationalize an inclusive academic medical environment through the Office of Diversity and Inclusion: https://medschool.creighton.edu/about/administrative-areas/office-diversity-and-inclusion.

Disability Services

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. Students with qualified disabilities may request reasonable accommodations and services.

Creighton University requires that students request accommodations through the Office of Student Accessibility Services. The student must complete an intake form and submit documentation of the disability and the requested accommodations. The documentation must be submitted by a qualified evaluator, as determined by the office. The evaluator should provide current recommendations for a postsecondary setting.

Once the request for accommodations and supporting documentation are filed, the Office of Student Accessibility Services will process the request. This may require an interactive process with the student or their provider. Accommodations may be requested at any time; however, given that there are multiple steps included in the process, the PA program recommends students request accommodations at least five (5) weeks in advance of a course or clinical experience to ensure such accommodations are granted in a timely manner. Accommodations may not be retroactively applied.

The website for the Office of Student Accessibility Services can be accessed here: https://www.creighton.edu/student-success/student-accessibility-services or students may email the office at sas@creighton.edu or call at (402)280-2195.

Student Grievances

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/title-ix-compliance/policy-information.

Victims and witnesses of harassment, discrimination, sexual and/or relationship misconduct should immediately report the details to the Office of Title IX and Civil Rights Compliance; contact information for the Phoenix Health Sciences Campus is as follows:

> James Nitta, J.D.
> Associate Director
> Room 704B, Phoenix Health Sciences Campus
> 602-812-4590
> Jamesnitta@creighton.edu

Reports can also be made to the Office of Title IX and Civil Rights Compliance in Omaha by phone at (402)280-3189, or through email at titleix@creighton.edu, or by utilizing the Phoenix Health Sciences Campus Help Someone Form (https://cm.maxient.com/reportingform.php?CreightonUniv&layout_id=3), which can be submitted anonymously.

Confidential support options are also available through the Violence Intervention and Prevention Center by phone at (402)280-3794 or through email at vipcenter@creighton.edu.

Additional information and support is available at the Office of Title IX and Civil Rights Compliance: https://www.creighton.edu/generalcounsel/officeofequityandinclusion, and the Office of Community Standards and Wellbeing: https://studentlife.creighton.edu/about/departments-staff/office-community-standards-and-wellbeing.

Student Mistreatment

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, medical 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, victims and/or witnesses of harassment and/or discrimination are encouraged to report the information to the university to enable it to investigate and to take corrective action where appropriate.
- Reports of incidents should be made to the assistant dean for student affairs in Phoenix by phone (602) 812-4717 or online at https://studentlife.creighton.edu/about/departments-staff/office-community-standards-and-wellbeing.

- The assistant dean shall follow university policy in the process of handling all complaints, including reporting such complaints to the Office of Title IX and Civil Rights Compliance.
- 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 assistant dean for student affairs will discuss the incident(s) with the program director and require an immediate investigation of the incident(s).
- Upon receiving the report of incident(s) of alleged unacceptable behavior, the program director will institute an investigation (unless the matter falls under the jurisdiction of another office, such as Office of Title IX and Civil Rights Compliance) and, if the allegations are substantiated develop an action plan for resolution of the problem and/or discipline of the responsible individual(s).
- The program director will prepare a written report of the investigation and any applicable action plan and/or disciplinary actions; normally this report will be given within one (1) month to the assistant dean for student affairs.
- Upon receipt of the written report, the assistant dean for student affairs will schedule a meeting with the student(s) initiating the original complaint to discuss any outcomes which may be reported to them.

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. Information regarding that process is available here: https://www.creighton.edu/sites/default/files/2022-03/complaint-process.pdf.

Academic Grievances

Course Grade Disputes

Students may dispute a final course grade of Unsatisfactory/Fail (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) business days of the issuance of the grade. Normally, both parties must participate in the informal resolution within three (3) business 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 program director. To initiate the grade grievance process, the student must submit in writing the reason they believe the grade was assigned in an arbitrary or capricious manner. The student must submit the grade grievance, the

student's stated reason for believing the grade was arbitrarily and capriciously assigned, and any supporting documentation, to the program director within five (5) business days of failing to resolve the issue informally. Following receipt of a grade grievance, the 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 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. The committee will conduct its review of the student's grade grievance and shall normally determine an outcome within fifteen (15) business days of being appointed. The committee shall determine, by a preponderance of the evidence, whether the student has established that the grade was arbitrarily and capriciously assigned. If the committee upholds the grade, the 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 correct the identified deficiencies, recalculate the grade, and issue a final grade to 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.

Decisions of the Student Advancement Committee

The 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 Student Advancement Committee may appeal the decision to the program director.

The student must submit a written appeal of the Student Advancement Committee's decision to the program director within five (5) business days of the student being notified of the committee's decision. Such appeals may only be made based upon one or more of the following reasons: 1) the Student Advancement Committee did not follow its established policies or procedures; 2) the sanction was disproportionate to the violations committed, considering relevant aggravating and/or mitigating factors; 3) the decision was unsubstantiated by the evidence; and/or 4) new information becomes available which was not available during the investigation. The 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 will determine, by a preponderance of the evidence, whether the student has established that the Advancement

Committee's decision was in error for one of the above stated reasons. Within ten (10) business days of receiving the written appeal, the program director will provide written notice to the student of their decision.

The program director may:
- Send the case back to the 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 program director for final decision. The program director may only return the case to the Student Advancement Committee once.
- Overturn the Student Advancement Committee's decision.
- Uphold the decision of the Student Advancement Committee and the decision will stand as final.

If a student wishes to appeal the decision of the program director, the student may appeal to the regional dean of medicine within five (5) business days of being notified of the program director's decision. In this instance, the student will submit a written appeal. The entire appeal file will be submitted to the regional dean for review. The regional dean may interview any of the involved parties. A final decision by the regional dean will be made, using the preponderance of the evidence standard, within fifteen (15) business days of receiving the written appeal and case documents. All decisions made by the regional dean are final and binding, except as provided in the Creighton University Student Handbook, which allows further appeals where a serious penalty is incurred.

Non-Academic Grievance

If a student has a non-academic complaint, they should write it to the program director, who will follow up with them to discuss and attempt to find a solution(s).

Academic Records

Confidentiality of Student Records

Creighton University'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/

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/

Right to File Complaint

Students who believe their privacy rights have been violated may contact the University Privacy Officer at privacy@creighton.edu.

Students also have 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

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 acknowledgments of receipt of the PA Program 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 their academic record and may review the contents of the record at any time by logging into Documentum (https://appxtender-web.creighton.edu/appxtender) using their NetID and password or by contacting the PA program during regular business hours.

Enrollment and Attendance

Enrollment

All students must be enrolled full-time in the PA program. No advanced standing based upon previous coursework 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 PA program.

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.

Attendance

Because of the integrated, rigorous nature of the PA program curriculum and learning environment, it is imperative that students are present at 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.

Inclement Weather

The decision to close or delay the opening of Creighton University due to severe weather or other emergency situations shall follow University policy and procedure. Independent decisions may not be made at the college, school, or department level.

Closing/Delayed Opening

During severe weather (e.g., monsoon storms, flash floods), the decision to close or delay opening the University will be made as early as possible. Notifications will be sent 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 Phoenix 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 check email and CU ALERT when severe weather conditions may force the closing or delayed opening of the university.

Students in the clinical phase of the program should consult with the preceptor regarding the status of clinical activities and use their best judgment regarding attendance at their clinical site. If the weather does not permit safe attendance for that day's clinical activities, the student must notify both the director of clinical education and their preceptor.

Designated State/University Holidays

Students are typically scheduled to be off during normal university designated holidays during the didactic and clinical phases. Students are expected to be at their supervised clinical practice experience site for any days surrounding holidays when the rotation site is in operation. Please refer to the Clinical Phase Policies (Appendix 1) for attendance expectations during the clinical phase of the program.

Notification of Absences

Expected absences during the didactic phase must be approved in advance of any missed class according to the *Process for Requested Absence* policy.

During the clinical phase of the program, expected absences must be approved by the director of clinical education and the student must also notify their assigned preceptor.

The processes for requesting and reporting expected, and emergent absences, are outlined below.

Process for Requested Absence

Requests for excused absences will be considered in certain extenuating circumstances. Requests will be considered by the program on a case-by-case basis. The student must follow the process outlined below to obtain an excused absence. Failure to follow the prescribed process will result in an unexcused absence and may result in disciplinary action.

Didactic Phase

- At least ten (10) business days prior to the absence date, the student must complete and submit an *Absence Request Form* to both the student's faculty advisor and to the course director(s) of the course(s) that will be affected by the absence.
- Absence requests will be reviewed by the faculty advisor and course director(s) within three (3) business days of receiving the request.
  - Requests submitted more than one week in advance of the start of the semester will not be reviewed until the final course scheduled is released.
- If both the faculty advisor and the course director(s) agree to approve the absence request, the student will be notified of the approval by email, and the program director will be copied on the communication.
- If the faculty advisor and course director(s) agree to deny the absence request or if the decision on agreement/denial is not unanimous, the request will be advanced to the program director for a final decision on approval or denial of the absence request. The program director will notify the student of their decision by email and will copy the faculty advisor and course director(s) on the communication.
- If an absence request is denied, the student is expected to attend all classes, clinical experiences, and program activities as scheduled. If the student chooses to miss any course-related activity despite their absence request being denied, the absence will be marked as an unexcused absence. There will be no opportunity to make up

activities missed due to an unexcused absence. Additionally, the student may be referred for disciplinary action due to unprofessional behavior.

Clinical Phase

- The student must complete and submit an *Absence Request Form* to the director of clinical education at least ten (10) business days 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 director of clinical education. 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 their rotation despite their absence request being denied, the absence will be marked as an unexcused absence and may result in disciplinary action.

Emergent Absences

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 course director(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 program within five (5) business days 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 five (5) business days of the student's return will result in an unexcused absence and may result in disciplinary action.

Unexcused and Excessive Excused Absences

Excessive excused absences and/or any unexcused absences are both considered sufficient reason to consider a student to be academically and/or professionally deficient.

A student may be referred to the Student Advancement Committee by the program director at the request of a faculty advisor and/or course director(s) due to concern about excessive excused absences and/or unexcused absences.

The Student Advancement Committee will determine whether there has been substantial interference with the student's education or if there is a significant deficit in professionalism. The Student Advancement Committee may recommend a corrective action plan to the program director, which may include, but is not limited to remediation of missed material; course failure;

temporary withdrawal from the program, which may result in delay of graduation; or dismissal from the program.

Temporary Withdrawal

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

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 the *Time to Complete Program* policy described in this handbook.

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 posted 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 apply for readmission. Unique circumstances requiring an absence longer than one year (e.g., religious or service obligations) must be discussed and approved by the program director and the regional 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). 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 Office of Financial Aid 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 Office of Financial Aid. 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, or given a 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.

Types of Withdrawal

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 Student Advancement Committee.

Temporary Withdrawal – Personal

> The PA program 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 the program director and approval from the Student Advancement Committee.

Temporary Withdrawal – Academic

> The 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 their academic challenges and remediate any deficiencies outlined as a part of the formal remediation plan during this period.

Temporary Withdrawal – Administrative

Pending a resolution of a review by the Student Advancement Committee, program director, or regional 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 regional dean, the student will either be reinstated or dismissed from the PA program.

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.

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/

Procedures for Requesting a Temporary Withdrawal

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

Procedures for a Temporary Withdrawal - Medical

- Submit a request for withdrawal in writing to the program director.
- Complete and submit a *Temporary Withdrawal Request* form: https://www.creighton.edu/fileadmin/user/Registrar/docs/forms/Temporary_Withdrawal_Request_form_8.18_Fillable.pdf.
- Obtain supporting documentation from 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 the Student Health Education and Compliance Office to discuss the status of health insurance coverage during absence.
- Submit the completed form to the program director.

Procedures for a Temporary Withdrawal – Personal

- Submit a request for withdrawal in writing to the program director.

- Complete and submit a *Temporary 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 the Student Health Education and Compliance Office to discuss the status of health insurance coverage during absence.
- Submit the completed form to the program director.

Procedures for a Temporary Withdrawal – Military Obligations

- Submit a notification of temporary withdrawal to the program director.
- Complete and submit a *Temporary 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 the Student Health Education and Compliance Office to discuss the status of health insurance coverage during absence.
- Submit the completed form and documentation to the Office of Military & Veterans Affairs.

Procedures for a Temporary Withdrawal imposed on the student by the program

- Complete and submit a *Temporary 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 the Student Health Education and Compliance Office to discuss the status of health insurance coverage during absence.
- Submit the completed form to the program director.

The Student Health Education and Compliance Office 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 Student Advancement Committee, upon receipt of a request, shall:
- Review recommendation, if applicable, from the Student Health Education and Compliance Office or the Office of Military & Veterans Affairs.
- Consult with the Office of Financial Aid, 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.

Students anticipating a return to Creighton University after a temporary withdrawal should follow the steps for re-entry after temporary withdrawal. Information on the process to return after withdrawal can be found here: https://www.creighton.edu/student-experience/community/policies-and-procedures/student-re-entry-process/temporary-withdrawal-re-entry-process and the steps for re-entry can be found here: https://my.creighton.edu/studentlife/sites/studentlife.creighton.edu/files/steps_for_re-entry_after_a_temporary_withdrawal_10-21.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 next fall semester.

Permanent Withdrawal

A student may withdraw from the PA Program by completing the Request for Permanent Withdrawal form along with a written statement of the reason for withdrawal; the voluntary withdrawal form may be requested from the student's faculty advisor. The written statement must include an acknowledgement that they understand the withdrawal is voluntary and final. The student will submit both documents to the Program Director of the PA Program. Upon permission to withdraw from the University, non-punitive grades of "W" (Withdrawal) appear on the student's transcript.

Voluntary withdrawal from the program will not waive any prior or current proceedings regarding disciplinary action or formal dismissal. The proceedings will continue, and the results will become part of the student's permanent record.

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.

A student may be dismissed from the PA program for the following reason(s):
1. The student does not meet the Academic Standards outlined in the *Student Performance* section of this Student Handbook.

   and/or

2. The student does not meet the *Professional Standards* of the PA program outlined in this Student Handbook.

Prior to dismissal, the program will follow all program and university policies regarding remediation and will provide appropriate support to the student in their efforts to remediate deficiencies in academic and/or professional standards. If an identified deficiency is unable to be successfully remediated, the Student Advancement Committee is charged with making a recommendation for dismissal, which would then be communicated to the student by the program director. The student will be notified of their right to appeal the dismissal decision and will be directed to the policy outlined in this Student Handbook entitled *Decisions of the Student Advancement Committee*. If they do not appeal the decision by the published deadlines in the policy, or if they are unsuccessful in the appeal process, the dismissal decision is final, and the program director will provide written notification to both the Office of the Registrar and the student.

Deceleration

The program allows deceleration of a student in certain circumstances. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) defines deceleration as "the loss of a student from the entering cohort, who remains matriculated in the physician assistant program."

Deceleration may only occur for the following reasons:
- A student request for temporary withdrawal/deceleration is granted by the PA program.
- The Student Advancement Committee has recommended deceleration with an individualized remediation plan which includes a temporary withdrawal from the PA program until a failed course is available for re-enrollment.
- The Student Advancement Committee has recommended deceleration with an individualized remediation plan which includes a temporary withdrawal from the PA program until professionalism violations are successfully remediated, and the next course(s) in the program sequencing is available for enrollment.

If a student wishes to request deceleration, they must follow the procedures for a temporary withdrawal. If the Student Advancement Committee decides to grant deceleration to a student, the student will be informed in writing by letter from the program director.

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 (48 calendar months) 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 an exemption to this rule must be made in writing to the Student Advancement Committee

within ten (10) business days of the notice of dismissal. Decisions made by the Student Advancement Committee to accept or deny exceptions will be final.

Students who are dismissed from the PA 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.

Curriculum

Didactic Phase 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:

Didactic Phase (12 months)

Fall 2023 (19 weeks / 1-week scheduled break within semester)

Course #	Course	Credit Hours
IPE 500	Introduction to Collaborative Care	0
PAS 640	Clinical Anatomy	5
PAS 642	Foundational Sciences I	3
PAS 644	Foundational Sciences II	1
PAS 646	Patient Evaluation I	4
PAS 648	Special Topics in Medicine I	1
PAS 650	Clinical Medicine: Musculoskeletal/Rheumatology	3
PAS 652	Clinical Medicine: HEENT/Dermatology	4
PAS 654	Clinical Applications I	1
IPE 001	Interprofessional Education Passport	0
	Total Credit Hours	**22**

Spring 2024 (19 weeks / 1-week scheduled break within semester)

Course #	Course	Credit Hours
PAS 656	Foundational Sciences III	3
PAS 658	Patient Evaluation II	3
PAS 660	Special Topics in Medicine II	1
PAS 662	Clinical Medicine: Cardiology/Pulmonology	7
PAS 664	Clinical Medicine: Gastroenterology	3
PAS 666	Clinical Medicine: Neurology/Psychiatry	5
PAS 668	Clinical Applications II	2
	Total Credit Hours	**24**

Summer 2024 (12 weeks)

Course #	Course	Credit Hours
PAS 670	Foundational Sciences IV	2
PAS 672	Patient Evaluation III	2
PAS 674	Special Topics in Medicine III	1
PAS 676	Clinical Medicine: Endocrinology/Reproductive	5
PAS 678	Clinical Medicine: Nephrology/Urology & Hematology/Oncology	4
PAS 682	Clinical Applications III	1
PAS 684	Preparation for Clinical Phase	1
	Total Credit Hours	**16**

Didactic **Phase Credit Hours: 62**

Clinical Phase Curriculum

The 16-month clinical phase will allow students to integrate and apply the knowledge and skills gained in the didactic phase into the clinical setting. Students will complete required supervised clinical practice experiences in the areas below and four Clinical Phase Seminar courses.

- Family Practice
- Internal Medicine
- Emergency Medicine
- Surgery
- Pediatrics

- Psychiatry
- Women's Health
- Selective (inpatient experience)
- Electives I/II

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 gain experience from health care professionals of the Creighton University clinical network, drawing on Creighton's partnerships with Dignity Health St. Joseph's Hospital and Medical Center and Valleywise Health.

Clinical Phase (16 months)

Core Supervised Clinical Practice Experience (SCPE)

Course #	Course	Credit Hours
PAS 700	Family Practice Rotation	6
PAS 701	Internal Medicine Rotation	6
PAS 702	Pediatrics Rotation	6
PAS 703	Women's Health Rotation	6
PAS 704	Psychiatry/Behavioral Health Rotation	6
PAS 705	Emergency Medicine Rotation	6
PAS 706	Surgery Rotation	6
	Total Credit Hours	42

Selective SCPE

Course #	Course	Credit Hours
PAS 707	Selective Rotation	6
	Total Credit Hours	6

Elective SCPE

Course #	Course	Credit Hours
PAS 708	Elective Rotation I	6
PAS 709	Elective Rotation II	6
	Total Credit Hours	12

Clinical Phase Seminar Series

Course #	Course	Credit Hours
PAS 710	Clinical Phase Seminar I	1
PAS 711	Clinical Phase Seminar II	1
PAS 712	Clinical Phase Seminar III	1
PAS 713	Clinical Phase Seminar IV	1
	Total Credit Hours	4

Clinical Phase Credit Hours: 64

Student Performance

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, financial aid, 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 education-related 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.

Students are required to meet with their assigned faculty advisor at matriculation and once per semester in the didactic phase. During the clinical phase, students are required to meet with their assigned advisor as directed in the Clinical Phase Seminar course requirements. In addition to these required meetings, 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 a professional behavior and should be a high priority for students.

Academic Standards

1. Students must pass all courses with a Satisfactory Honors/Pass or Satisfactory/Pass to successfully progress to the next semester in the program.
2. Students must maintain professionalism to progress to the next semester.

Didactic Phase

Didactic Phase Evaluation

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.

During the didactic phase of the program, student academic performance will be monitored by the individual course directors, the student's faculty advisor, the director of didactic education, 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 progression toward the program competencies.

Course Grading

All courses will be graded on a Pass/Fail basis. Grades in the didactic phase will be assigned as follows:

- Satisfactory Honors/Pass (SH): ≥ 95%
- Satisfactory/Pass (SA): ≥ 70% to < 95%
- Unsatisfactory/Fail (UN): < 70%

Remediation of Unsatisfactory Academic Performance

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 didactic education, who will work with faculty advisors to provide

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

Remediation activities within a course are designed to address student-specific learning deficiencies identified while a course is in progress. 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. 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 academic success consultants or, if desired by the student, 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 consultant and/or their faculty advisor.

Remediation of Course Failure(s)

Initial Course Failure Remediation

Students must earn a Satisfactory/Pass (SA) or higher grade in all courses to progress in the program. If a student has a final course average of < 70% they may temporarily receive a grade of Incomplete (I) if they have not previously received a grade of Incomplete (I) in any prior courses in the PA program. The grade of Incomplete (I) is changed to Satisfactory/Pass (SA) if the student successfully passes (≥ 70%) a cumulative course examination within the time granted for the extension. Students will only have one opportunity to take and pass the cumulative examination. If the student does not successfully pass (≥ 70%) the cumulative course examination within the time granted for extension, the Incomplete (I) grade is changed to an Unsatisfactory/Fail (UN) grade and the student will be referred to the Student Advancement Committee.

Subsequent Course Failure Remediation

If a student fails a second course during the didactic phase of the PA program, the student will be referred to the Student Advancement Committee. The Student Advancement Committee will convene a meeting within five (5) business days of the course failure to review the student's academic record and to determine whether the student will be decelerated with an individualized remediation plan or recommended for dismissal from the PA program.

If the Student Advancement Committee recommends deceleration with an individualized remediation plan, the student will be provided with specific written recommendations regarding the components of the plan. The committee will base the student remediation plan upon identified gaps in knowledge, skills, or professional development, and a holistic review 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. Remediation plans will require that the student temporarily withdraw from the program until the

failed course is offered again. Temporary withdrawals may have financial aid implications, for which the student is fully responsible.

Upon re-enrollment after deceleration, any subsequent course failure of the same or another course during the didactic phase will automatically result in dismissal from the PA program.

Successful Completion of a Course

A student must earn a Satisfactory/Pass (SA) or higher grade in all courses within the PA program curriculum to be eligible for progression within the program. A student may temporarily progress in the curriculum with a grade of Incomplete (I) in one (1) course if they are following the initial course failure remediation policy. The student must successfully pass the course according to the initial course failure remediation policy and within the timeline agreed upon with the course director, which will be no later than ten (10) business days into the next semester.

Completion of Didactic Phase

To progress to the clinical phase of the program, students must complete all graded and nongraded components of the didactic phase curriculum with a grade of Satisfactory/Pass (SA) or higher, and students must submit the *End of Didactic Phase Student Survey*. Students must be in good standing both academically and professionally to proceed to the clinical phase of the program.

Clinical Phase

Clinical Phase Evaluation

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.

During the clinical phase of the program, student academic performance will be monitored by individual SCPE preceptors, the student's faculty advisor, the clinical phase team (director of clinical education and clinical phase staff), the director of didactic education, and the Student Advancement Committee. Evaluation of student academic performance measures in the clinical phase will include the review of preceptor evaluations, student logging data, written assignments, performance on the PAEA End-of-Rotation™ (EOR) Examinations, and performance on any seminar series evaluations and assessments.

Course Grading

All courses in the clinical phase will be graded on a Pass/Fail basis.

Grades for Supervised Clinical Practice Experiences (SCPE) will be assigned as follows:

- Satisfactory Honors/Pass (SH):
  o Received "Exceptional Achievement" for all components of the End-of-Rotation Evaluation, and
  o Achieved a passing score on their *initial* EOR exam, and
  o Submitted all clinical rotation documents.

- Satisfactory/Pass (SA):
  o Received "Achievement" and/or "Above Achievement" for any component of the End-of-Rotation Evaluation, and
  o Achieved a passing score on their EOR exam, and
  o Submitted all clinical rotation documents.

- Unsatisfactory/Fail (UN): Fails to meet the minimum requirements for the rotation as defined by:
  o Received a "Below Achievement" or "Unsatisfactory" for any component of the End-of-Rotation Evaluation, or
  o Scored below the passing cutoff for an EOR exam retake attempt, or
  o Failed to complete or submit any required clinical rotation document.

Clinical Phase Seminar I-IV courses will be graded using the same grading standards applied in the didactic phase grading policy.

Remediation of Unsatisfactory Academic Performance

During the clinical phase of the program, the director of clinical education and members of the clinical phase team are responsible for ongoing monitoring and reporting of individual student performance to the PA program.

At the mid-point of the rotation, student academic performance will be reviewed by the student and preceptor and recorded on a mid-rotation evaluation of the student. Any student considered at risk for failing to meet academic standards by the end of the rotation by the director of clinical education will be contacted to identify and remediate potential learning and performance issues. This will include a discussion outlining the student's steps 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 academic success consultants, and timely referral to academic counseling or Student Counseling Services to address academic or personal issues that may affect the student's work.

At the end of the rotation, student academic performance will be reviewed by the student and preceptor and recorded on an end-of-rotation evaluation of the student. If

a student receives a 2 or below on a learning outcome, they will be required to remediate the entire learning outcome and not individual components. The student will receive a grade of Incomplete (I) until the director of clinical education determines the student has successfully remediated the learning outcome(s).

In addition to the learning outcomes, students will be assessed on performance, including general knowledge, skills, and professionalism. If a student receives a 2 or below on these performance areas, the student will receive an Incomplete (I) until the Director of Clinical Education determines if the preceptor's evaluation of the student justifies a course failure (e.g., patient safety concerns, critical deficiencies in knowledge or communication, conduct issues, etc.). The Incomplete (I) may be changed to Satisfactory/Pass (SA) in certain circumstances; however, the student may be required to complete an elective rotation in a specialty, setting or with a particular preceptor at the program's discretion.

If a student fails a course or SCPE during the clinical phase of the program, they will be referred to the Student Advancement Committee. The Student Advancement Committee will convene a meeting (normally within 10 business 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 PA program.

Remediation of a PAEA End of Rotation^{TM} Exam

If a student fails to achieve a passing scale score on the end of rotation (EOR) exam delivered within a clinical phase course, the student will meet with the director of clinical education and faculty advisor to determine a remediation plan, to include written clarification of keyword feedback (content area, task area, and diagnosis) for each question missed.

Students participating in a remediation plan for a failed first attempt of an EOR exam, will temporarily be assigned a grade of Incomplete (I) for the course and will be allowed to progress in the program.

Within 30 days, and after completion of remediation activities, the alternate version of the End of Rotation Exam™ will be taken. If the student achieves a passing scale score on the second attempt of the EOR exam, the Incomplete (I) course grade will be changed to Satisfactory/Pass (SA). If the student fails the second attempt of the EOR exam, the student will fail the rotation (course) and will be referred to the Student Advancement Committee for remedial action. The PA Program may also require an additional rotation in the subject area, to replace one of the program elective rotations. Students may only retake a failed first attempt of an EOR exam twice during the clinical phase. The retake of a third EOR exam failure is not allowed and therefore will result in a course failure.

Remediation of Course Failure(s)

Courses in the clinical phase include both SCPEs and Clinical Phase Seminar I-IV 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.

Students will not be allowed to remediate a second failed course in the clinical phase of the program. Following successful completion of the remediation plan, if a student fails a second course during the clinical phase the student will be automatically dismissed from the PA program.

Completion of a Course or SCPE

A student must earn a Satisfactory/Pass (SA) or higher grade in all courses within the clinical phase curriculum to be eligible for progression within the program. A student may temporarily progress in the clinical phase of the curriculum with a grade of Incomplete (I) for a single course if they are following a remediation plan for a failed first attempt of an EOR exam or if they are following an individualized remediation plan set forth by the Student Advancement Committee.

Completion of Clinical Phase

To complete the clinical phase of the program, students must complete all graded and nongraded components of the clinical phase curriculum with a grade of Satisfactory/Pass (SA) or higher, and successfully pass all summative evaluations. Students must be in good standing both academically and professionally to graduate from the PA program.

Professionalism

This section describes how students will be evaluated on their professional performance while enrolled in the PA program. Please refer to the *Professional Standards* section for relevant policies on expected professional conduct.

Didactic Phase Evaluation

During the didactic phase of the program, student professional performance will be monitored and assessed 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. 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 unprofessional behavior.

Clinical Phase Evaluation

During the clinical phase of the program, student professional performance will be monitored by preceptors, the director of clinical education the clinical coordinator), and faculty advisors. Evaluation of student professional performance measures in the clinical phase will include the review of preceptor evaluations, student logging data, and performance on evaluations and assessments in Clinical Phase Seminar courses.

Remediation of Unsatisfactory Professional Performance

If a student does not meet expectations of professional behavior outlined in program policies at any time while enrolled in the PA program, program faculty will meet with the student and any other parties involved to immediately investigate, determine severity of the behavior, and plan for the remediation and/or action to address the unprofessional behavior.

Unprofessional behavior determined to be minor (e.g., dress code violations, timeliness issues, or other similar issues) will be subject to informal remediation. Other unprofessional behavior (excluding academic misconduct) or students who fail informal remediation will be evaluated by the Student Advancement Committee.

- Informal remediation: PA program faculty will discuss the unprofessional behavior with the student, recommend behavioral modification with specific direction regarding expectations for eliminating unprofessional 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.

- Upon referral of a student to the Student Advancement Committee, the chair will convene a meeting, usually within ten (10) business days of the referral. The student in question will be required to attend a hearing of the Student Advancement Committee to discuss their unprofessional behavior. The student will be allowed to submit a written rebuttal or documented evidence to support their case in advance of the hearing. 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.

Academic misconduct, or violations of the academic honesty policy, will be subject to the procedures outlined in the *Allegations of Academic Misconduct* section of this handbook.

Student Advancement

Due to the curriculum design and academic demands, the PA program does not offer a part-time option to students. Similarly, it does not offer a reduced educational (course) load which would extend the length of the curriculum. All PA students must take the full required course load each semester and they must take the courses in the order in which they are offered during the semester and the program.

All PA students must fully and successfully complete the 12-month didactic phase of the program before being able to progress on to the clinical phase of the program. They must successfully complete both the didactic and clinical phases of the program to be eligible for graduation.

Student Advancement Committee

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.

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 rotations requires that the student has achieved a passing grade and has satisfactorily completed all non-graded course and program requirements.

Refer to separate policies on unsatisfactory academic performance in the didactic and clinical phases, temporary withdrawal, remediation, deceleration, and dismissal.

Graduation

Requirements

To graduate from the Creighton University PA Program - Phoenix, students must successfully complete all the following requirements:
- Complete all required program courses and SCPEs with a grade of Satisfactory/Pass (SA) or higher
- Satisfactorily complete all non-graded components of the curriculum
- Students must submit the *End of Program Exit Survey*
- Be in good professional standing with the PA program, as demonstrated by achieving a benchmark of 'Skill Demonstrated' in all items on the *Professionalism Evaluation* (see Appendix 6).

Conferral of Degree

Students who graduate from the Creighton University Physician Assistant Program – Phoenix 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.

Professional Standards

Student Standards 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 diverse 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.

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, and its libraries.

Academic or academic-related misconduct includes, but is not limited to:

- Cheating, including:
    - collaborating on assignments or examinations where such a practice has not been specifically approved by the instructor
    - copying the work of others and claiming it as your own
    - unauthorized use of artificial intelligence
    - using unauthorized materials to complete assignments or gain unfair academic advantage
    - offering unauthorized materials to others
    - using examinations obtained improperly prior to administration
    - arranging to have others take examinations or complete assignments
    - misrepresenting your attendance or the attendance of others in a course where an attendance policy is in effect
- Plagiarism in any form, including the submission of one's own works previously submitted in another course
- Falsifying documents, correspondence, reports, or records of any kind, or knowingly providing false information or evidence to University or School personnel, or to others external to the University
- Endangering or threatening to endanger patients, faculty, staff, fellow students, or damaging their property
- Theft or intentional destruction of library materials or other academic resources
- Illegal, obscenity-related, and/or other misuse of University-provided resources (e.g., computers, email) related to academic work
- Violation of any acceptable use policies of the University
- Violation of confidentiality in any practice and/or learning setting
- Violation of academic or professionalism conduct rules/standards described in course policies, University, School/College, program, or department policies and/or articulated by instructors either verbally or in writing
- Disruptive behaviors negatively affecting the learning environment of others, including online learning environments
- Misrepresentation of self or others for the purposes of obtaining academic advantage
- Refusing to acknowledge, honor and/or comply with requests issued by faculty or administrators related to academic issues

Allegations of Academic Misconduct

Allegations of academic misconduct must be reported in writing to the Program Director immediately by any student, faculty, staff, preceptor or other individual who holds information regarding the allegation, including as much detail as possible. Documentation and/or evidence supporting the allegation should be submitted with the report. After reviewing the allegation and supporting materials, within five (5) business days, the Program Director will either: 1) resolve the case informally with the student and other parties, without right of review of the student, or 2) refer the written allegation and supporting materials to the chair of the PA Program Student Advancement Committee. Within three (3) business days of receiving the allegation, the Student Advancement committee will review the documentation and shall:

- Determine, whether there is reasonable cause to believe the student may be found responsible for one or more violations of academic misconduct based on the information provided.
- Provide the student with a report detailing the allegation(s) of academic misconduct, copies of the program and university policies on academic honesty, and a time/date during which a hearing will take place.
- In cases where an allegation involves a course or course grade, notify the course director of the hearing time/date with a request for any additional materials needed by the committee.

Student Hearing

Upon notification of allegation(s) of academic misconduct, the student has the right to appear at a hearing before the Student Advancement Committee and to respond to the allegation(s) in person or via electronic means. It is the student's responsibility to provide any pertinent additional documentation or information that may influence the committee's decision regarding the allegation(s).

In cases involving courses or course grades, the course director has the right to appear before the Student Advancement Committee to address the allegation(s) of student academic misconduct and is responsible for providing any course materials, grades, or other information requested by the committee. Any faculty, staff, student, preceptor or other individual who may have knowledge or information regarding allegations of academic misconduct may be called upon to provide information to the committee during the hearing by attending in person or through a formal, written statement that will also be made available to the student.

After the hearing, the Student Advancement Committee will provide a written report to the Program Director, stating whether the committee finds, by preponderance of the evidence, that academic misconduct has occurred and if so, the disciplinary action to be taken. Disciplinary action may include, but is not limited to, remediation, deceleration or dismissal from the program.

Right to Appeal

A serious academic misconduct decision (i.e., deceleration or dismissal) reached by the Student Advancement Committee may be appealed first to the PA program director, then the regional dean of the School of Medicine, and ultimately to the Provost (or designee), in that order.

The process for appeals to the PA program director are outlined in the *Decisions of the Student Advancement Committee* section of this handbook.

The process for appeals to the regional dean and to the Provost are the same and must be filed sequentially. An appeal consists of a review of the written record and supporting documents based only on the grounds set forth below. Any written appeal that does not meet the grounds for appeal will not be considered. It is not the intent nor purpose of the appeal process for the Provost (or designee) to rehear the information that was presented to the School of Medicine.

Grounds for Appeal

The student may appeal an academic misconduct decision on one or more of the following grounds:
- The disciplinary outcome imposed is disproportionate to the violation(s) committed, considering the relevant aggravating and/or mitigating factors, or where the sanctions imposed are disproportionate to those imposed on another student for the same/similar acts.
- The decision is unsubstantiated by the evidence, or new information is presented that was not available during the investigation.
- The procedures stated within this policy were not followed, which may have affected the outcome of the hearing.

Filing the Appeal

A student may file an appeal after any of the following decisions are received:
- Student Advancement Commitment decision
- Appeal decision from the PA program director
- Appeal decision from the regional dean of the School of Medicine

For all levels of appeal, the student will be permitted up to five (5) business days after being notified of a decision to prepare and file a written appeal. The written appeal must cite the specific ground(s) upon which the appeal is based and provide an explanation of why, based on these grounds, the decision of the Student Advancement Committee, PA program director, or regional dean of the School of Medicine should be reviewed and reconsidered. Any supporting evidence or documentation that was not available at the time of original hearing must be attached to the written appeal.
The appeal must be in writing, signed, and submitted to the PA program director, regional dean of the School of Medicine, or the Provost (or Provost's designee) from the student's official Creighton email account. Appeals to the Provost must be copied to the

regional dean of the School of Medicine, and appeals to the regional dean of the School of Medicine must be copied to the PA program director. Appeals must be sufficiently complete that a personal appearance will not be necessary. The appeal must state the grounds of the appeal and concrete facts and statements supportive of the stated grounds of appeal. An appeal shall not be considered to have been filed properly or timely unless it is specific.

Student Status During Appeal

Pending the response to the appeal, the appellant's status as a student will remain unaltered except in cases where there are reasons relating to the emotional or physical welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be made by the regional dean of the School of Medicine. Appellants are not required to complete the outcomes/disciplinary actions given by the Student Advancement Committee until a final decision on the appeal is made by the PA program director, regional dean or the Provost, if elevated to that level. Where the pending appeal involves course failure from a course that is a prerequisite of a subsequent course(s) a student is taking while the appeal is pending, the subsequent course(s) taken while the appeal is pending will be voided, regardless of successful progress or completion of the course if the final appeal affirms the finding(s) of misconduct and penalty of deceleration or dismissal.

Considerations and Determination of the Appeal

At all levels of written appeal from a student the following materials will be reviewed:
- Case file containing the Student Advancement Committee's investigative report
- Decision letter(s) from all prior levels of review
- Work product of University representatives (including memoranda and notes that they have generated) and correspondence between University representatives

Additionally, further information may be requested from any individuals identified in the record, the PA program, the School of Medicine, or any other office or individual.

The burden of proof shall rest on the student, who must establish by preponderance of the evidence that the original process or decision was flawed.

Actions

The PA program director, regional dean of the School of Medicine, or the Provost (or designee) may act specific to individual findings or outcomes. The following actions may be taken:

- Affirm the finding of responsibility and the outcome imposed by the PA Program Student Advancement Committee
- Affirm the finding of responsibility and amend the outcome(s)
- Overturn the finding of responsibility

- Determine if the investigation was flawed and send it back to the person/entity responsible for the prior level of review:
    - o If no further evidence or information is gathered, the decision will return to the official requesting the review for a decision on the appeal.
    - o Any further evidence or new information gathered will be reviewed, as requested.

At each level of review, a determination will typically be made within ten (10) business days upon receiving the written appeal with written notification of determination being provided to the student with a copy to the Registrar, the School of Medicine, and the PA program. Decisions of the Provost shall be final.

Record Storage and Retention

Records regarding allegations of academic misconduct will be stored in the student's secure electronic academic records at the PA program for a minimum of three (3) years after graduation or last attendance date. All formal letters of notification, decision letters, and results of appeals will become part of the student's permanent academic record.

Multiple Offenses

Students found responsible for academic misconduct on three (3) separate occasions will automatically be expelled from Creighton University with right to appeal to the Provost, as per the university policy on academic misconduct.

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 ongoing professional development. They are also expected to demonstrate a commitment to the ethical principles pertaining to the provision or withholding of clinical care, the confidentiality of patient information, informed consent, and business practices. Students are also to demonstrate sensitivity and responsiveness to all aspects of a patient's diversity.

Timeliness and Reliability

Students must be present and ready to conduct 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 for convenience or financial purposes.

Dress Code

Students must maintain a professional appearance and dress appropriately whenever they are representing Creighton University or the PA profession in any setting.

Didactic Phase

The dress code for the didactic phase of the program is business casual, and students are expected to always appear neat in their grooming, dress, and hygiene. Clothing and shoes must be clean and in good repair. Clothing with verbiage, imagery, or symbols that may be considered vulgar, profane, or offensive to others is 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.

Clinical Activities

Students participating in any clinical activity or experiences with standardized patients during all phases of the program are expected to observe a professional dress code, including closed-toe shoes.

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 (e.g., no blue jeans, shorts, athleisure wear, tennis shoes, etc.).

Neat personal grooming and hygiene are expected. Nails should be clean and short, and students should refrain from wearing excessive perfume/cologne.

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 always be covered.

Dress should always be at or above the level of dress expected in the clinic/site. In certain rotations, 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.

Exceptions

There may be specific courses and/or learning experiences that allow for deviation from the dress code policy outlined in this section. In such circumstances, the course director and/or the coordinator of the learning experience will communicate dress code requirements. Please do not assume there are alterations to the dress code policy unless it is specifically stated in a syllabus or specifically communicated to you by the appropriate program representative.

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 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 manage confidential information once obtained.

Students must always adhere to the following rules 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, as defined above.
- 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:
  - Paper files must be kept in a reasonably secure location, whether at home or in the clinical site or other institution. It is NOT reasonable to leave papers unattended at a nurse's station or anywhere else (car, backpack, library).
  - 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. Electronic devices should not be left unattended.
  - 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).
  - 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.
  - 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.

Student Relationship 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. See Romantic or Intimate Relationship policy, 2.2.5, found at https://www.creighton.edu/fileadmin/user/GeneralCounsel/docs/2.2.5._Romantic_or_Intimate_Relationship__new_name_-_rev_3-25-2021.pdf.

Alcohol and Substance Use/Abuse

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 except as delineated in the *Events Providing Alcohol* policy below. 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

Events Providing Alcohol

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

Alcohol Misuse

> The PA program adheres to the Creighton University definition of alcohol misuse or abuse of alcohol located within the Creighton University Student Handbook: https://studentlife.creighton.edu/sites/default/files/media/2021_2022_student_handbook_final.pdf.

> Students suspected of alcohol misuse will be referred to the assistant dean of student affairs for review and discussion. Students may also be referred to the Student Advancement Committee.

Substance Use/Abuse

The PA program adheres to the Creighton University illegal drug policy:
https://studentlife.creighton.edu/sites/default/files/media/2021_2022_student_handbook_final.pdf.

Drug Testing

Students must follow entry and clinical site testing requirements. All students must consent to a drug screening before matriculation into the program. Mandatory random drug tests may be performed by the PA 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 before beginning clinical rotations as well as during rotations, depending on the requirements of the clinical setting. 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 assistant dean for student affairs and may be referred for mandatory evaluation and treatment. Students who fail to follow through on such recommendations and requirements or those who experience continuing problems with substance use 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 PA 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.

Criminal Background Testing

The 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 Background Standards Committee for review, consideration, and action.

The 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.
- Making recommendations to either the Admissions Committee or the 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.

Frequency of Background Testing

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 Background Standards Committee, through the Program Director, 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 assistant dean for student affairs or the 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 Background Standards Committee, any report regarding official action taken by the committee is subject for inclusion within the student's file.

Procedures for Background Testing and Processing of Results

The background check commences upon acceptance into the Creighton University PA Program – Phoenix. The completed background check results will be sent to the Program. 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 Background Standards Committee, within ten (10) business days of this notification. Such written response should be sent to the chair of the Background Standards Committee. Any student who fails to provide a response that may be reviewed by the Background Standards Committee 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 ten (10) business days of receipt of their notification.

- The chair of the Background Standards Committee shall submit the student's CASPA and Creighton University PA Program – Phoenix secondary applications, background report, the submitted written student response, and any vendor response to the Background Standards Committee for review and action.
- The Background Standards Committee 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 Committee 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 or terminate the enrollment of the student.

The Admissions Committee will notify the student in writing of its decision within ten (10) business 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 Program of arrest or conviction that occurs between the time of the initial background check and matriculation date to the PA program or at any time during enrollment in the program. Students who fail to report such incidents may result in a recommendation to rescind their admission or to be dismissed from the PA program.

Computer Use

Creighton University has established fair, responsible, and acceptable use standards to safeguard 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 University.

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 PA program. 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.

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).

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 professional 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.

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/Standards 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 their status as a student. The university will cooperate with law enforcement agencies and other agencies responsible for rehabilitation.

The university and the School of Medicine will normally not defer their 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.

Other Student Policies

Student Health

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 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 enrolled 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 through the Student Health Education and Compliance Office, available by phone at (402) 280-2735 or email at studentinsurance@creighton.edu. For more information, refer to this website: https://www.creighton.edu/student-experience/wellness/health-and-counseling/student-health-education-and-compliance.

Health Records

Except for immunization and screening results, health records for students are confidential and maintained by the Student Health Education and Compliance Office. 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.

Immunization records, drug screening, tobacco screening, and tuberculosis screening are maintained by the PA program, and released or distributed only to preceptors, preceptor facilities, and/or other entities for the sole purpose of meeting requirements of clinical rotation training site(s). Written permission for maintenance and release of such records is indicated on the Student Handbook attestation form.

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/student-experience/wellness/health-and-counseling/student-health-education-and-compliance/immunization-requirements. 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 PA program or advance to the next academic year unless the student provides evidence to the Student Health Education and Compliance

Office that they have 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 until they provide evidence that the deficiency is corrected.

Note: Immunization requirements are based upon the current Centers for Disease Control and Prevention recommendations for health professionals. If recommendations change, students will be notified, and the PA 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 PA program.

Blood and Body Fluid Exposure

Methods of Prevention of Infectious Disease Policy

Students are required to be educated on methods of preventing blood and bodily fluid exposure through OSHA training modules and instruction on the proper use of personal protective equipment (PPE), including the use of nitrile gloves for those with latex allergy.

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://www.creighton.edu/fileadmin/user/GeneralCounsel/docs/4.3.3._Student_Exposure_to_Infectious_Diseases_-_rev_12-10-03.pdf

Student Wellness

Student Health Access

The following medical facilities accept Creighton student health insurance and are near the Health Sciences Campus in Phoenix:

Medical appointments & Immunizations
(Appointments required, same-day appointments not guaranteed):

DMG/CRS Clinic
3141 N. 3rd Ave., Ste. 100
Phoenix, AZ 85013

Appointment Instructions:
1. Call (602)512-3050 and make sure to mention that you are a Creighton student. You will be registered via phone and scheduled for your appointment.
2. Bring school ID as well as insurance card.
3. When you arrive, enter the doors that state Primary Care Services.

Medical appointments & Immunizations
(Appointments required, same-day appointments not guaranteed):

Urgent care:	Express Urgent Care 333 W Thomas Rd. #100 Phoenix, AZ 85013
Medical Emergencies:	St. Joseph's Emergency Room 350 W Thomas Rd. Phoenix, AZ 85013

Counseling and Psychological Services

The Creighton University Department of Student Counseling Services is intended to help students in their normal adjustments to PA school life and the academic rigors of PA school. Specific resources available may include counseling and educational and psychological testing.

The on-site psychologist accepts referrals of students from faculty members and welcomes students to come to their office anytime. If a student needs immediate assistance with a mental health matter, a faculty member will call our on-site psychologist or walk the student directly to the counseling office. For after-hours emergencies, students may call Student Counseling Services at 402-280-2256 and choose the option to speak with the After Hours Crisis Counselor.

For additional information about the Student Counseling Services please review their webpage: https://studentlife.creighton.edu/wellness/health-and-counseling/student-counseling-services.

Additional health and wellness information is also available at the Student Health Services website: https://www.creighton.edu/student-experience/health-wellness.

Chaplain

The School of Medicine chaplain is available to discuss and advise students on spiritual concerns. The chaplain may be contacted at (602)989-2246.

Phoenix Health Sciences Campus Fitness Center

The Phoenix Health Sciences Campus Fitness Center is available for use by all faculty, staff, and students with a valid Creighton University ID. The Fitness Center will be accessible from 6 am – 12 am daily.

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

Video Recording

Recording of Students

The PA program may record students during learning activities for the purposes of review, evaluation, and feedback. Such recordings are intended to enhance teaching and learning experiences. The rights of said recordings are assigned to Creighton University, and such recordings may be reproduced, distributed, and exhibited for educational purposes only within Creighton University's PA programs, located in Omaha and Phoenix. Any other use will require specific written permission.

Session/Lecture Recording by Students

No audio, video, photographic, or other recordings are permitted of any course session without approved accommodations through the Office of Student Accessibility Services or the prior consent of the course director. Any allowed recordings are intended to enhance learning and are not intended as a replacement for class attendance. Sharing, reproducing, or distributing recorded course material without prior written consent from course faculty is prohibited and could result in discipline, up to and including dismissal from the PA program. All rights regarding course content and recordings are reserved by Creighton University.

Since course sessions may be recorded with permission, there is a chance that student questions asked during the session may be captured on the recording. For students that do not wish to be recorded, they are advised to either email their question(s) to the course faculty or speak to the course faculty after class. Students participating in courses where recording occurs authorize such recordings and waive all rights relating to the recordings.

Campus Safety

The Creighton University Department of Public Safety, in conjunction with the Campus Safety Committee, provides oversight of safety and security plans for the Creighton University Health Sciences Campus - Phoenix. The emergency response plan is located within the Creighton University Annual Security and Fire Safety Report: https://www.creighton.edu/sites/default/files/2021-11/Campus-Security-and-Fire-Safety-Report.pdf.

As appropriate, the Campus Safety Committee will make recommendations regarding protocols and policies affecting safety and security of students, staff, and faculty on the Phoenix campus.

Contracted security staff the front desk in the lobby 24 hours per day, patrol the Creighton Phoenix campus on foot, and will escort students to the entrance of the Catalina parking garage upon request (until midnight). The Phoenix Health Sciences campus is a closed campus. Students, faculty, and staff are required to always wear their identification card visibly while on campus. Identification cards are required to access secure floors of the building (all floors except for first and second). Visitors to the campus must sign in and out with security at the lobby desk.

Security Emergency: (602)812-4990
Security Non-emergency: (602)812-7300

The Creighton University Phoenix campus has a CARE (Campus Assessment, Response, and Evaluation) team. The team responds to reports of a student facing difficult life circumstances to provide appropriate support, resources, and intervention. A concerned individual may provide information via the Help Someone form here: https://cm.maxient.com/reportingform.php?CreightonUniv&layout_id=3

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

Parking

Students must comply with parking rules both at Creighton University and all clinical sites. There are 500 spaces available on a first come, first serve basis at the Catalina Parking Garage which is located one block from campus.

Annual parking registration can be purchased on the Public Safety website which is billed to the student account. Parking can be purchased here:
https://www.creighton.edu/executivevicepresident/publicsafety/parkinginformation/

Monthly registration can *only be purchased via credit card* at the front desk of the Creighton University Virginia G. Piper Charitable Trust Health Sciences Building located at 3100 N Central Ave, Phoenix AZ 85012.

Student Employment Policy

The compact and rigorous curriculum of the PA program requires the full attention and energy of all PA students. For this reason, the program strongly discourages students from working during their enrollment in the program. The expectation is that didactic and clinical course schedules and responsibilities will supersede those of any volunteer, paid, or shadowing activities. Thus, absence requests related to work schedules will always be denied.

To avoid conflicts with the professional and educational objectives of the PA program, the following policies 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 PA 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.

- o 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 PA 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 PA program.

Service Opportunities

The PA program values and encourages students to participate in community service events during their education. PA students are encouraged to coordinate community service activities through the PA student organization, with oversight by the faculty advisor to the student organization.

Appendix 1 – Clinical Phase Policies

Goals of the Clinical Phase:

- Apply didactic medical knowledge and skills to supervised clinical practice.
- Expand and strengthen the medical fund of knowledge.
- Improve history-taking and physical examination skills.
- Refine oral presentation and written documentation skills.
- Advance clinical reasoning and critical thinking skills.
- Apply principles of diversity and inclusion to patient-centered care.
- Broaden understanding of the PA role in health systems and healthcare delivery.
- Develop interpersonal skills and professionalism necessary to function as part of a medical team.
- Experience a wide variety of patient demographics, types of patient encounters, and clinical settings representative of the breadth and depth of PA scope of practice.
- Prepare for the Physician Assistant National Certifying Examination (PANCE).

The clinical phase provides opportunities for PA students to develop and refine skills acquired during the didactic phase of training. Students will function as an integral part of the healthcare delivery team. As part of their education, they will share patient care responsibilities under the supervision of their preceptor. Clinical policies apply to all students and are to be adhered to concerning the following courses with clinical experiences:

- PAS 700 Family Medicine
- PAS 701 Internal Medicine
- PAS 702 Pediatrics
- PAS 703 Women's Health
- PAS 704 Psychiatry/Behavioral Health
- PAS 705 Emergency Medicine
- PAS 706 Surgery
- PAS 707 Selective
- PAS 708 Elective I
- PAS 709 Elective II

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

Clinical Phase Policies and Procedures

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

CP 2. HIPAA Compliance

CP 3. OSHA Guidelines

CP 4. Affiliation Agreements

CP 5. Student-Initiated Clinical Experiences

CP 6. Selective and Elective Clinical Experiences

CP 7. Preceptors and Supervision

CP 8. Travel, Transportation, and Housing

CP 9. Program Responsibilities for Clinical Experiences

CP 10. Student Responsibilities for Clinical Experiences

CP 11. Student Dress Code

CP 12. Clinical Role of the Student

CP 13. Resolving Clinical Issues

CP 14. Clinical Attendance Policy

CP 15. Travel Time for Campus Return Days

CP 16. Interview Time

CP 17. Clinical Rotation Completion

CP 18. Student Safety

CP 19. Clinical Phase Textbooks

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

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

CP 2: HIPAA Compliance

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

CP 3: OSHA Guidelines

Safety is an important objective for students and patients. Before starting clinical experiences, students receive training per 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 while taking care of patients. 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 discretion of the clinical affiliation personnel.
Students should refer to the PA Program Student Handbook's section on Blood and Bodily Fluid Exposure for specifics on infectious and communicable disease policies and procedures.

CP 4: Affiliation Agreements

Affiliation agreements are established between all clinical sites 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 – Phoenix has affiliation agreements in place with physicians, physician assistants, other health care providers, and healthcare institutions allowing for a complete curriculum of clinical experiences for each student. Occasionally, PA program policies will be superseded by more stringent guidelines at a clinical site as outlined in the affiliation agreement.

CP 5: Student-Initiated Clinical Experiences

Students may not arrange their own clinical experiences but may suggest potential opportunities to the clinical phase team. The program is committed to developing new relationships with preceptors and clinical sites but must approve any 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 or approved. The program does not allow students to initiate rotations outside of the United States. To suggest a clinical experience, students must observe the following:

1. Submit the Alternate Clinical Site Request form by the required due date.
2. Provide the identified preceptor with a Preceptor / Site Profile form to complete and return to the program by the required due date.
3. Using information from the Alternate Clinical Site Request Application and PSP form, the clinical phase team will evaluate the site/preceptor to determine if they meet program expectations and accreditation standards.
4. The maximum allowable Alternate Clinical Site Requests is two core and/or selective rotations and one elective rotation.

The program does not assist students in locating out-of-state rotations. However, requests for such student-initiated rotations will be considered, subject to the approval of the director of clinical education, and depending on the student's professionalism, academic standing, clinical performance, and cooperation with the policies of the Creighton University PA Program - Phoenix. As with any clinical rotation, out-of-state rotations are not guaranteed.

Students interested in an opportunity for a supervised clinical practice experience outside of the Creighton University PA Program - Phoenix clinical network should contact the director of clinical education to obtain the *Alternate Clinical Site Request Application*.

CP 6: Selective and Elective Clinical Rotation Experiences

Selective and elective clinical experiences are rotations beyond those core experiences specifically required by the program. These experiences may be selected or requested by the student, but the program reserves the right to assign the student a specific selective and/or 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.

- Selective rotation experiences **must** provide the student with the opportunity to gain experience in the evaluation and management of patients admitted to the hospital, whether briefly or for an extended period.
- Elective clinical experiences can be an opportunity for students to enhance an area of interest, develop an area of weakness, and/or explore a medical specialty.
- **Elective rotation interest must be submitted to the clinical coordinator NO LATER THAN 90 DAYS in advance.** If the student does not submit an interest form at least 90 days before the scheduled rotation start date, the director of clinical education will assign the rotation for them.

- **Any Alternate Clinical Site Request for an elective rotation, and the associated Preceptor/Site Profile form, must be submitted NO LATER THAN 120 DAYS in advance.**

CP 7: Preceptors and Supervision

The student will be assigned a primary preceptor for each clinical rotation. Although students may interact with and be supervised by resident physicians, the program does not assign resident physicians as primary preceptors, nor rely on resident physicians for clinical instruction. Students have access to contact information for the primary preceptor and rotation through the PA program database. The preceptor will provide opportunities within their medical practice for the student to gain knowledge, skill, and experience in the management of a broad range of medical conditions and diseases. 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.
- Assesses student competency and provides feedback on the student's clinical knowledge, skills, and attitudes.
- Assures that clinical site regulation (if applicable) is adhered to, both by the clinical site 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 instructional objectives. During a student's time at the facility, the preceptor must be available for supervision, consultation, and teaching, or designate an alternate preceptor. In the event the primary preceptor is not able to be with a student during every shift, the preceptor will assign the student to another MD, DO, PA, NP, or certified midwife who will serve as the student's preceptor for any given time interval.

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 professional personality and identity. If an instance occurs where supervision is not available by a physician, physician resident, PA, or NP, students may be given an assignment or may spend time with ancillary staff (X-ray, lab, physical therapy, etc.). These experiences can be valuable as well, so long as they align with course learning objectives and outcomes. The preceptor should always be aware of the student's assigned activities.

Students must have all charts and written orders countersigned by the supervising preceptor on the day of the patient encounter. Clinical site policy also governs countersignatures. It may be policy in some facilities to not allow students to write in the charts. This does not preclude the student from writing up the patient case for the preceptor to critique.

Students are not employees of the clinical site where supervised clinical practice experiences occur and, therefore, work entirely under the preceptor's supervision. On each rotation, it is the student's responsibility to ensure the supervising physician or preceptor evaluates and sees all the patients seen by the student. The preceptor can provide direct supervision of technical skills with gradually increasing autonomy per the PA student's demonstrated level of competency. However, every patient must be seen, and every procedure evaluated before patient discharge. The PA student will not be allowed to examine, treat, or discharge a patient without evaluation by the preceptor. The PA student is also not allowed to be compensated for their services and should not serve as a substitute for staff.

In all clinical activities, PA students should be guided by the principle of KNOWING ONE'S LIMITATIONS.

CP 8: Travel, Transportation, and Housing

Housing and transportation for all clinical experiences are the responsibility of the student. See the Clinical Attendance Policy below for information on travel time for campus return and other activities. Students should plan their clinical phase finances to ensure adequate resources for their clinical education. In addition to expenses for tuition, fees, textbooks, and medical equipment, appropriate funds for health and disability insurance, temporary housing, reliable transportation, childcare, and pet expenses (if applicable) should be considered.

CP 9: 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 growing professional.

The clinical phase team is responsible for administering and evaluating 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 are the program's principal contact with the preceptor and the student on rotations. They will also function as intermediaries between student and preceptor, if necessary, to resolve conflicts.

The clinical phase team schedules all clinical rotations and communicates 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. Student preferences for clinical assignments may be taken into consideration but cannot be guaranteed. The order in which a student completes their clinical rotations has no impact on the quality of their clinical education.

- Clinical rotation assignments are given at least 30 days in advance; however, **the program reserves the right to alter assignments during the course of study based on the student's rotation schedule and preceptor availability.**
- The program will provide specific learning outcomes and instructional objectives for each supervised clinical experience to preceptors and students.
- The program will withdraw any student from a clinical experience 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 clinical site.
- The program will withdraw any student from a rotation if there is 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 10: Student Responsibilities for Clinical Experiences

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

- Successful completion of all required core rotations, selective, and elective rotations.
- Satisfactory completion of all PAEA End-of-Rotation™ (EOR) exams at or above the program's published passing point.
- Completion of all required immunizations, health testing/screening, background checks, computer/EHR training, and any other tasks or requirements of the program or clinical training sites. These requirements will be presented to the student before the clinical experience. The timely completion of these student responsibilities is important. Failure to complete clinical site onboarding on time may interfere with the ability to complete training at specific sites and cause a delay in graduation.
- Maintenance of professionalism through the entirety of the clinical phase of the program.
- The timely completion of patient logging and preceptor/site evaluation requirements.
- Successful completion of assessment activities.

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 – Phoenix.
- The student will conduct themselves in a courteous, respectful, and professional manner always.
- The student will identify themselves as a Creighton University PA student and wear appropriate identification during all clinical experiences.

- The student will be conscientious, accountable, and will be responsible for taking an active role in their 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 a current address, phone number, and emergency contact information to the PA program. Any changes to this information must be reported to the program immediately. The student will give their preceptors and/or clinical site a direct and current contact number and obtain a direct number for both the preceptor and site.
- The student is responsible for the timely completion of the necessary paperwork and/or action required for clinical rotations before, 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 and potentially delaying graduation.**
- The student should contact the site/preceptor 2-3 weeks before the start of the rotation to introduce themselves and plan for the upcoming rotation. Contact information is listed on each site/preceptor profile in the program's database (EduSched).
- On the first day at a new clinical site, the student will inform the preceptor/site 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 the 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 clinical site or other institutions in which they work and agrees to complete any additional training and/or testing required by the facilities.
- The student will make all reasonable efforts to always maintain good relationships with patients, staff, and preceptors.
- The student will complete all assignments and assessments per 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 manage all confidential information professionally and ethically and per all applicable federal and state laws and regulations, including HIPAA.
- Students shall be responsible for all costs for transportation, housing, and meals at all assigned rotation sites.
- If a student is removed from a clinical experience, either by the program or at the request of the preceptor, the student must appear in person to meet with the director of clinical education, program director, and/or appropriate PA program committee(s).

CP 11: Student Dress Code

Students participating in any clinical activity or experience with standardized patients during all phases of the program are expected to observe a professional dress code, including closed-toe shoes.

At all clinical sites, 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 (e.g., no blue jeans, shorts, athleisure wear, tennis shoes, etc.).

Neat personal grooming and hygiene are expected. Nails should be clean and short, long hair pulled back, and students should refrain from wearing excessive perfume/cologne.

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 always be covered.

Dress should always be at or above the level of dress expected in the clinic/site. In certain rotations, 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 12: Clinical Role of the Student

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 an individual is asked to perform in a role other than that of a 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 the 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 course objectives and learning outcomes 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 a treatment approach, medical, and/or 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 a 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 13: Resolving Clinical Issues

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

- Attempt to resolve problems with the individual directly
  - State the facts; avoid personal attacks
  - Relay the impact the issue has/had on you and request their perspective
  - Collaborate on strategies to promote improvement
- 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.

Harassment and discrimination of any kind are 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 the University, School of Medicine, and PA program resources outlined elsewhere in this Handbook. 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 14: Clinical Attendance Policy

Students are expected to be in attendance daily, and as requested, to follow the preceptor's schedule, which may include evenings, nights, shift-type work, and/or weekends. The time for arrival and departure will be determined by each site and preceptor. Students are expected to clarify all schedule issues with the preceptor on the first day of the rotation. During clinical rotations, students will follow the schedule of their specific clinical rotation site and/or preceptor and are expected to obtain 40 contact hours per week, plus any on-call nights/weekends as scheduled by the preceptor. Completion of the minimum required time does not imply the student should stop participating in clinical experiences. The program may occasionally make unannounced phone calls or visits to clinical sites to verify student attendance.

If a preceptor instructs a student to be absent from an assigned site outside of the schedule, the student is encouraged to ask the preceptor if another clinician is available to precept to allow minimal time loss in the clinical environment.

Following the ACGME's *Maximum Hours of Clinical and Educational Work Per Week* rule, the PA program requires students to be limited to 60 hours of work per week and 16 hours of continuous work, or "time on task" in a 24-hour period. Students should be allowed at least one day in seven (7) off.

Students are allowed up to five (5) days of absence during the clinical phase of the program.

- The student must notify their preceptor and the director of clinical education or clinical coordinator via email or phone **before** any absence, if possible. All absence requests must be approved by the director of clinical education.
- An absence of three or more consecutive days due to illness requires a written excuse from a health care provider on official letterhead.
- Students must meet the 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 to work at times other than the regular workday. This may include taking call, night shifts, and work on the weekends.
- Students will be excused from work on observed University holidays. Work may be required on days adjacent to these holidays, depending on the nature and expectations of the clinical rotation.
- Students will also be excused from clinical rotations for PA program recognized breaks and other required activities.

Any absences beyond the five ordinarily provided to the student must be approved by the director of clinical education. If for any reason a student is absent for a total of ten (10) or more days during the 16-month clinical phase, 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 rotations to conduct required and/or approved activities (in addition to the excused holidays above). These times will not count as absences from rotations requiring the make-up of time.

CP 15: Travel Time for Campus Return Days

Students may be given a travel day (the last day of the rotation) for campus return activities if their clinical rotation site is greater than 200 miles from the Creighton University - Phoenix Health Sciences Campus. 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 required hours for the rotation. If this is not possible, the student should contact the director of clinical education immediately to discuss.

CP 16: Interview Time

The program is aware that during the clinical phase students may need time to attend job interviews. Absences due to job interviews must be approved by the director of clinical education at least five (5) business days before the interview, or the earliest possible date. It is also the responsibility of the student to inform the preceptor at the clinical site of the pending absence. No more than two days per interview request will be granted and a maximum of two interviews will be granted per student throughout the clinical phase of the program. Interview days will not be granted after a student has formally accepted a job offer. Students should strive to still meet the required hours for the rotation. If this is not possible, the student should contact the director of clinical education immediately to discuss the situation. The process for requesting an absence during the clinical phase is described in the PA Program Student Handbook section on Attendance under the Process for Requested Absence: Clinical Phase.

CP 17: Clinical Rotation Completion

Students must complete all rotations designated as required by the program. Reasonable effort will be made to accommodate student preference on rotation scheduling and sites. However, in all cases, the final determination for rotation 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 rotation or is not able to be present for the time typically required for completion of the rotation, the rotation will be designated as *Incomplete.* Absence from a rotation for five (5) days or more for any reason in any rotation block will constitute an *Incomplete* designation. For *Incomplete* rotations, students will be required to make up time. The PA program clinical faculty will work with the student and preceptor to determine whether time can feasibly be made up during the scheduled rotation 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 financial aid coordinator in the Office of Student Affairs regarding the financial implications.

CP 18: Student Safety

Student safety and wellbeing are of paramount importance to the program. During the Preparation for Clinical Phase course (PAS 684) the program provides information to students on best practices around security and personal safety while on clinical rotations. This information will be available for students to review on BlueLine. Additional policies on student safety can be found in the PA Program Student Handbook policy on Campus Safety.

If there are immediate safety concerns at any site, the student should first contact local police and, once the immediate threat of harm is passed, the student should contact the PA program. Any real or perceived threat to a student's safety is taken seriously by the PA program and will be investigated immediately.

Students are expected to abide by all local safety measures, rules, and regulations in place during supervised clinical practice experiences.

Appendix 2 – Program Competencies

1. **Patient-Centered Practice Knowledge:** Provide compassionate, patient-centered, and evidence-based medical care that is effective for the treatment of health problems and the promotion of health while utilizing up-to-date scientific evidence to inform clinical reasoning and clinical judgment.

2. **Health Literacy and Communication Skills**: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families/support systems, and health professionals while engaging in shared decision-making with patients and honoring the patients' unique personal, cultural, and social values.

3. **Interprofessional Collaborative Practice**: Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.

4. **Professionalism and Ethics**: Demonstrate a commitment to professional behaviors and responsibilities, and adherence to ethical principles.

5. **Systems-Based Practice:** Demonstrate an awareness of and responsiveness to the larger context and system of health care to deliver high-quality, safe, patient-centered care.

6. **Self-Assessment and Ongoing Professional Development**: Demonstrate an awareness of personal and professional limitations and develop plans and interventions for addressing gaps.

7. **Cultural Humility:** Demonstrate the ability to exercise a state of openness toward understanding and respecting important aspects of other people's cultural identities.

Appendix 3 – 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_____

Course/Activity_____ _____
(Please list all courses and/or activities impacted by the requested absence)

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 and course director(s) for all courses impacted by the requested absence

Student Advisor Recommendations:
(Student advisor will consult with course directors)

☐ APPROVED ☐ DENIED ☐ UNEXCUSED ABSENCE

Comments_____

_____

_____

_____

Advisor Signature_____ Date_____

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

Appendix 4 – Emergent Absence Form

In the case of an unexpected, emergent absence the student must notify the PA program and course director(s) as soon as it becomes evident that they will not be able to attend class or other required program activity. This form must be completed by the student and submitted to the PA office within five business days of the student's return to class to avoid the absence being recorded as unexcused. Please review the emergent absence policy in the *Enrollment and Attendance* section of this handbook.

Student Name: _____

Date(s) of absence: _____

Course(s)/Activity: _____
(Please list all courses and/or activities impacted by the absence)

Purpose/Reason for emergent absence:

☐ Severe illness of student   ☐ Severe illness of immediate family member

☐ Death of immediate family member   ☐ Other (please explain below)

_____

_____

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 and course director(s) for all courses impacted by the absence. Please include any relevant supporting documentation with your request (e.g., health provider documentation, obituary, police report from accident, etc.)
Student Advisor Recommendations:
(Student advisor will consult with course directors)

☐ EXCUSED ABSENCE   ☐ UNEXCUSED ABSENCE

Comments_____

_____

Advisor Signature_____ Date_____

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

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Appendix 5 – Absence Request Form – Clinical Phase

This form must be completed to request an excused absence from a mandatory activity, to report an unexcused absence or illness 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: **Clinical Site:**

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:

DCE Signature: Date:

Preceptor Approval:

Please indicate how the student will make up any missed patient care hours.

     ☐ Additional shift   ☐ Arrive early/stay late   ☐ Extra call hours   ☐ Other activity

If other activity, please describe:

Preceptor Signature: Date:

     ** Submit this form to the clinical coordinator after preceptor signature is acquired. **

Appendix 6 – Professionalism Evaluation

Key:	Skill Demonstrated	Skill Developing	Skill Underdeveloped	Unsatisfactory	Not Applicable
Evaluation Number/Timing:	**1** **Mid-Didactic Phase**	**2** **End of Didactic Phase**	**3** **Clinical Phase**	**4** **(if needed)**	**5** **(if needed)**
Date of Review:					
Evaluator(s):					
Excellence					
Strives for the highest standards of competence in skills and knowledge					
Accepts responsibility for educational challenges and engages in self-directed learning					
Demonstrates awareness of personal and professional limitations					
Develops plans and interventions for addressing personal and professional limitations					
Demonstrates a positive attitude in response to feedback and incorporates guidance into professional development					
Possesses personal and academic integrity					
Respect for persons					
Works to establish collaborative relationships within interprofessional teams					
Demonstrates integrity and respect for others in all interactions					
Diversity / Equity / Inclusion					
Demonstrates sensitivity and responsiveness with respect to all forms of diversity					
Demonstrates a commitment to inclusive practices					
Accountability					
Is honest and forthright in all respects					
Acknowledges errors and accepts correction					
Is punctual and prepared for all obligations					
Completes assigned tasks by established deadlines					

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	Key:	Skill Demonstrated	Skill Developing	Skill Underdeveloped	Unsatisfactory	Not Applicable
Evaluation Number/Timing:		**1** Mid-Didactic Phase	**2** End of Didactic Phase	**3** Clinical Phase	**4** (if needed)	**5** (if needed)
Appears neat in grooming, dress, and hygiene						
Attends all required academic and clinical activities						
Communication						
Able to effectively communicate with peers, faculty, and staff in both verbal and written forms						
Establishes positive rapport with others						
Maintains composure during challenging interactions or situations						
Demonstrates sensitivity, honesty, and compassion in all conversations						
Other Professional Behavior						
Responds to stress with healthy coping mechanisms						
Appropriately manages conflicts in personal and professional responsibilities						
Demonstrates commitment to personal wellness and self-care						
Demonstrates flexibility and professional civility when adapting to change						
Upholds ethical principles of the PA profession						
Demonstrates appropriate use of technology and social media						

Appendix 7 – Student Handbook Attestation Form

Compliance with the Creighton University PA Program Student Handbook

As a condition of acceptance into, and continuation in the PA program, the student agrees to abide by the Creighton University Physician Assistant (PA) Program – Phoenix Student Handbook, which includes 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 PA Program Student Handbook is presented to each student accepted into the Creighton University PA Program – Phoenix and the current handbook is available online at the PA program's website. It contains 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 handbook. Students are encouraged to obtain clarification from the program director regarding any content they do not understand. The handbook provided to students is effective starting the Fall 2023-2024 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 Creighton University Physician Assistant Program – Phoenix. 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 PA Program Student Handbook.

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

_____ I understand I must comply with all University policies, including those found in the Creighton University Student Handbook.

_____ I understand that all policies, procedures, guidelines, and requirements contained in the PA Program Student 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 PA Program Student Handbook.

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

_____ As a student in the Creighton University Physician Assistant Program – Phoenix, I acknowledge, understand, and grant permission for records of my immunizations, drug screening, tobacco screening, and tuberculosis screening to be maintained by the program and released or distributed only to preceptors, preceptor facilities, and/or entities for the sole purpose of meeting requirements at clinical rotation training site(s).

_____ I authorize the PA program to videotape me for the purposes of review, evaluation, and feedback to enhance teaching and learning experiences. I hereby assign all rights of said videotape and/or sound recording to Creighton University, and hereby authorize the reproduction, distribution, and exhibition of recorded materials for educational purposes only within Creighton University on both the Omaha and Phoenix campuses. Any other use will require specific written permission.

_____

Signature   **Date**

Appendix 8 – Technical Standards Agreement

Compliance with the Creighton University 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 University 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/student-success/student-accessibility-services.

_____ 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 Student Accessibility Services, provide documentation, and complete a written needs assessment at https://www.creighton.edu/student-success/student-accessibility-services 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 Student Accessibility Services prior to July 15, 2023 or as soon as the disability becomes known to me to ensure that reasonable accommodations can be made.

_____
Signature   **Date**