

Western University of Health Sciences

College of Health Sciences

**Master of Science in Physician Assistant Studies (MSPA)
2020/2021 Catalog**

COVID-19 Impact

The contents of this 2020-2021 catalog reflect standard operating conditions for the academic year. However, the global COVID-19 pandemic has resulted in a rapidly changing environment for higher education, and Western University of Health Sciences will respond to those changes in the interest of the health and well-being of all our students, faculty, staff and administration. Changes to policy, procedure and practice may be necessary from time to time, and these changes will be published using typical communication channels, including mail, email, publication to the university web site, press releases, and other channels as deemed appropriate. These changes may supplement and supersede any inconsistent provisions found in this Catalog.

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College of Health Sciences

Mission

The mission of the College of Health Sciences parallels the humanistic traditions of Western University of Health Sciences. We are a team of educators, clinicians, and researchers who prepare graduates to improve the health and well-being of all populations.

Goals

1. To educate an allied health workforce that helps to meet the healthcare and educational needs of the State of California and the west.
2. To achieve an environment and culture that supports all members of the College.
3. To ensure an environment and culture that empower all persons in the College to maximize their potential as contributing members in the education of students, in research and clinical activities, and in service to the community.

Master of Science in Physician Assistant Studies

Department of Physician Assistant Education

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued to the Western University of Health Sciences Physician Assistant Program sponsored by the Western University of Health Sciences. Accreditation-Continued is an accreditation status granted when a currently accredited program complies with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2023. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

General Information

Mission Statement

The Department of Physician Assistant Education supports the University's mission by educating Physician Assistants to deliver high quality, competent, and compassionate health care as team members within the health care delivery system.

Vision

The Western University of Health Sciences Department of Physician Assistant Education will be nationally respected and recognized as an innovative leader in Physician Assistant education. Our faculty will continue to be leaders in our profession as educators and clinicians. Our faculty will continue to educate a diverse student body, who will provide compassionate and comprehensive primary care medicine.

The program will continue to foster student attributes that will enhance their role as effective health care professionals.

Our students, graduates, and faculty will continue to serve in key leadership positions on a local, state, and national level, to influence the future of the physician assistant profession, while striving to continue personal and professional development. Physicians and health care delivery teams will seek our graduates. Through these partnerships, comprehensive patient care will be accessible for all populations.

The Physician Assistant Role

Physician Assistants (PA) are health care professionals who are authorized by a state to practice medicine in collaboration with physicians and other healthcare providers. PAs are certified by the National Commission of Certification of Physician Assistants and are licensed, certified, or registered in the state in which they practice. PAs deliver a broad range of medical and surgical services including conducting physical exams, obtaining medical histories, diagnosing, and treating illness, ordering and interpreting tests, counseling on preventive health care, assisting in surgery, and prescribing medications.

The role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare are essential attributes.

The specific tasks performed by an individual PA cannot be delineated precisely because of variations in practice requirements mandated by geographic, political, economic, and social factors. At a minimum, however, PAs are educated in biomedical science, critical clinical reasoning, and patient education. PA practice is characterized by clinical knowledge and skills in the areas traditionally defined as family medicine, internal medicine, pediatrics, obstetrics, gynecology, surgery, and psychiatry/behavioral medicine.

PAs practice in inpatient, outpatient, and long-term settings. They provide health care services to diverse patient populations of all ages with a range from acute to chronic medical and surgical conditions. PAs acquire knowledge and skills, which allow them to function effectively in an ever-changing health care environment.

Services performed by physician assistants include, but are not limited to the following:

1. **Evaluations:** eliciting a detailed and accurate history, performing an appropriate physical examination, ordering appropriate diagnostic studies, delineating problems, developing management plans, and recording and presenting data.
2. **Diagnostics:** ordering, performing, and/or interpreting diagnostic studies to identify and follow pathophysiology process.
3. **Monitoring:** implementing patient management plans, recording progress notes, and participating in the process of the continuity of care.
4. **Therapeutic:** performing therapeutic procedures and managing or assisting in the management of medical and surgical conditions, which may include assisting in surgery and taking initiative in performing evaluations and therapeutic procedures in life-threatening procedures.
5. **Patient Evaluation:** counseling patients regarding issues of health care management to include compliance with prescribed therapeutic regimens, normal growth and development, family planning, and emotional problems of daily living.
6. **Referral:** facilitating the referral of patients to other health care providers or agencies as appropriate.

Certification/Licensure

The written examination for certification as a physician assistant is administered by the National Commission on Certification of Physician Assistants (NCCPA). Successful completion requires that the applicant achieve the passing score established by the NCCPA for that examination. It is the responsibility of the applicant to ensure that certification of their examination score is received by the Physician Assistant Board (PAB). The NCCPA phone number 678-417-8100 and their website address is <http://www.nccpa.net/>. The PAB phone number is 916-561-8780 and their website is <http://www.pac.ca.gov/>.

To practice as a physician assistant in California, one must apply for, receive licensure from the Physician Assistant Board (PAB), and pass the Physician Assistant National Certification Exam (PANCE). The PAB does not issue interim permits to practice as a PA.

Program Learning Outcomes

The primary goal of the WesternU Physician Assistant Program is to educate individuals to serve as providers in primary care medicine. PA students are educated to provide health care to all patient populations. PAs work collaboratively with physicians and other healthcare providers as outlined by the law. The education provided by the program will prepare the entry-level graduate with the knowledge, skills, and attitudes to perform in a primary care setting and function in a variety of roles within numerous clinical settings. Educating individuals to serve as PAs in primary care medicine is founded on the understanding that the broad-based education needed to prepare an individual to serve in a primary care setting is the most effective form of initial preparation. Primary Care education also permits the development of attributes that will serve the graduate in the greatest spectrum of potential employment opportunities.

PA students must demonstrate:

1. Competency in established and evolving core medical and clinical sciences knowledge with an application to patient care in diverse settings. (Medical Knowledge)
2. Interpersonal and communication skills that result in effective information exchange with patients, families, health care providers, professional associates, and the health care system. (Communication Skills)
3. Care that is effective, patient-centered, compassionate, timely, efficient, and equitable for the treatment of health problems and the promotion of wellness. (Patient Care Knowledge)
4. A high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. (Professionalism)
5. An ability to analyze critically, evaluate, and improve patient care practices throughout their ongoing education and practice. (Critical Thinking) (Exposure to Life-Long Learning)
6. An awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. (Collaboration)

The program has also incorporated elements of osteopathic philosophy into PA education. These elements include:

1. Caring for, and appreciation of, the patient as a whole person.
2. Emphasis on those aspects of health education that stress health promotion and disease prevention.
3. An appreciation of the role of physical assessment in the diagnosis and management of illness.

The curriculum is designed to accomplish the preceding goals. Students attain these goals as they progress through the curriculum.

Functions and Tasks of PA Graduates

General Entry-Level Competencies Expected of a Graduate

The PA graduate will be able to:

- Elicit a comprehensive history and perform a complete routine physical examination on patients of any age group; elicit a pertinent and accurate history and perform a problem-oriented physical examination in situations requiring an interval evaluation.
- Select, perform, and/or interpret the appropriate routine patient laboratory and diagnostic studies/procedures.
- Identify patient problems, organize, and integrate data, record patient findings.
- Accurately present an oral case.
- Implement a management plan.
- Instruct and counsel patients regarding physical and mental health to include diet, health maintenance, therapy, normal growth and development, family planning, referral, and follow-up services.
- Provide life support and emergency evaluation/care in response to life-threatening situations in the absence of a physician and/or other appropriate health professionals.
- Initiate and follow up on appropriate referrals to specialists.

Personal Competencies for Admission and Matriculation

A candidate for admission to the PA program must possess, or be able to achieve through a reasonable accommodation, certain sensory and motor functions, that would enable the individual to carry out the activities described in the sections that follow. Upon matriculation to the program, the student must continue to possess, or be able to achieve through a reasonable accommodation, the personal competencies outlined below throughout their progression in the PA program. Graduation from the program signifies that the individual is prepared for entry into clinical practice or into postgraduate training programs. Therefore, it follows that graduates must have the knowledge and skills needed to function in a broad variety of clinical situations and to render a wide spectrum of diagnostic and therapeutic care. The candidate must be able to integrate - consistently, quickly, and accurately - all information received by whatever sense(s) are employed. In addition, they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

This program requires the performance of specific essential functions, which include, but are not limited to, the following: observation; communication; motor; intellectual, conceptual, integrative and quantitative; and behavioral and social.

For candidates or students who require reasonable accommodation(s) to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy/Accommodation and Resource Center (CDHP/AARC) at (909) 469-5297.

Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation:

Observation

Candidates and students ordinarily must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises. They must be able to observe a patient accurately at a distance and close at hand.

Communication

Candidates and students must be able to communicate sensitively in English, orally and in writing, with patients, family members, and colleagues. Candidates and students must be able to interpret communication of others effectively. They must possess functional hearing. Candidates and students must also be able to recognize and respond to soft voices or voices under protective garb, auditory timers, equipment/emergency alarms, joint noises, and to use devices for the measurement of vital signs, cardiac, and breathe sounds effectively. Candidates and students must be able to read, write, and speak English.

Motor

Candidates and students should have sufficient motor function such that they are able to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of PAs are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds, performance of simple obstetrical maneuvers, and movement of patients. These actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch, hearing, and vision.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical intellectual skill demanded of a physician assistant, requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

Behavioral and Social Abilities

Candidates and students must possess the emotional health required for full utilization of the intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the assessment and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, and interest, motivation, and professionalism are all personal qualities to be assessed during the admissions and educational processes.

Ethical Standards

Candidates and students must demonstrate the ability to reason morally and practice as a PA in a professional and ethical manner with patients, families, and other health care workers as well as with faculty, staff, and peers.

Admissions Policies and Procedures

Admission to the PA program is on a competitive basis and is open to citizens and permanent residents of the United States and international students. WesternU is committed to admitting competitive, qualified individuals with a disability. All applicants are expected to fulfill the same requirements. For technical guidelines, please see Personal Competencies for Admission and Matriculation.

Non-Discrimination Policy

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. Accordingly, WesternU prohibits unlawful discrimination on the basis of race, color, national origin ancestry, citizenship, ethnicity, creed, religion or religious creed, sex or gender (including gender identity), marital status, sexual orientation, disability (both physical and mental) including HIV and AIDS, medical condition (cancer and genetic characteristics), pregnancy (which includes childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), age, genetic information, military and veteran status, or any other characteristic protected under applicable law, in the administration of its programs or activities. WesternU also prohibits unlawful harassment, including Sexual Harassment. Lastly, WesternU is committed to providing equal access to and equal opportunities to all members of its campus community in accordance with all applicable laws.

This non-discrimination policy applies to applicants, students, and alumni. Additional nondiscrimination information can be found in the Nondiscrimination, Anti-Harassment, and Anti-Retaliation Policy, located in the University Catalog.

Reasonable Accommodation for Disabilities

Candidates and students must be able to perform all the essential functions of the program with or without reasonable accommodation. A student who discloses a disability and requests accommodation will be referred to the Harris Family Center for Disability and Health Policy (CDHP). The student will be asked to provide documentation of the disability for the purposes of determining appropriate accommodations. The Department of Physician Assistant Studies will provide reasonable accommodations; however, the Department is not required to make modifications that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation may contact the CDHP office by phone, (909) 469-5441.

Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2020/2021 academic year. Current admission and application requirements for the MSPA program, including prerequisite coursework requirements, can be located on the [Prospective Student website](#).

The admissions committee will consider applicants with a minimum of a bachelor's degree from a regionally accredited institution or who will complete their bachelor's degree before matriculation. The minimum overall GPA required is 3.0, the minimum science GPA is 3.0, and the prerequisite GPA is 3.0, all on a 4.00 scale. As the applicant pool GPA is very competitive, those meeting minimal GPAs may not be invited for interviews. Grades of "C-" in any of the prerequisite courses are not accepted. Candidates should possess the oral and written communication skills necessary to interact with patients and colleagues.

1. Prerequisite Courses

Course	Credit Hours
College English and English Composition*	6 semester credit hours, a full year sequence
College Algebra	3 semester credit hours
Human Anatomy with Lab**	3 semester credit hours
Human Physiology with Lab**	3 semester credit hours
Microbiology with Lab	3 semester credit hours
General or Inorganic Chemistry with Lab	6 semester credit hours, a full year sequence
Psychology (General or Introductory only)	3 semester credit hours
Sociology (General or Introductory only)	3 semester credit hours
Humanities	9 semester credit hours
Introductory Statistics***	3 semester credit hours
Genetics	3 semester credit hours
Spanish	Encouraged, but not required

* *English prerequisites must be taken from the English department. English as a Second Language (ESL) courses are not accepted for the English prerequisites.*

** *Anatomy and physiology must be taken out of the anatomy, physiology, A&P, biology, or zoology departments. If anatomy and physiology are combined, a minimum of five semester credit hours is required.*

*** *Preferably from math or statistics department.*

A seven (7) year time limit is enforced for all science prerequisites and labs (anatomy, physiology, chemistry, microbiology, and genetics). The courses must be completed within seven years of the application deadline to be accepted.

All science laboratories are to be completed on campus. Virtual/online laboratories are not accepted for science prerequisites requiring a laboratory. In response to the COVID-19 challenges experienced by institutions during 2020, the program will accept online laboratories if taken during Spring 2020, Summer 2020, or Fall 2020. Labs taken prior to and after 2020 must be taken on campus/in person.

Advanced placement, transfer of credit, CLEP examination, or credit for experiential learning is not recognized by the program as meeting these prerequisites.

Introductory level courses in the sciences are not acceptable (i.e., courses taken in the sciences for non-science majors).

Prerequisite courses must be transferable. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses.

2. Community Service

Competitive applicants should be able to demonstrate ongoing community service.

This may include volunteering and all trends of community service and may include the following:

- Homeless Shelters / Soup kitchens / Food Banks
- Community Outreach
- Veteran Programs
- Clinical (emergency assistant, patient visitor/escort, etc.)
- Tutoring
- Youth Mentoring
- Senior Citizen Home
- Church (missionary trips/outreach)

Although we do not have a minimum requirement, applicants tend to accumulate and continue to accumulate approximately 500 hours over the course of one to two years. Our more competitive applicants have accumulated well over 500 total hours within the same length of time and continue ongoing community service up until the time they matriculate.

Application Procedures and Deadlines

The Central Application Service for Physician Assistants (CASPA) was created by the Physician Assistant Education Association (PAEA) as a service to applicants and member programs. CASPA will collect one set of materials from each applicant. CASPA will then authenticate, photocopy, and distribute them to each member school an applicant designates. WesternU's application deadline for all admission materials to be received by CASPA is November 1 of the year prior to beginning the PA program. Applicants are considered without discrimination on the basis of race, color, national origin, age, or gender.

To request an informational brochure and/or information about the CASPA application, contact the Office of Admissions or the CASPA office at:

Office of Admissions

Western University of Health Sciences
309 E. Second Street
Pomona, CA 91766-1854
(909) 469-5335

<https://prospective.westernu.edu/health-sciences/mspa/apply/>

CASPA

<https://caspa.liaisoncas.com/applicant-ux/#/login>

(617) 612-2080

Applicants who have undertaken any coursework outside of the United States, including French Canadian institutions, must submit their transcripts for evaluation to World Education Services (WES). In preparation for CASPA, a course-by-course evaluation is required, and all course work must be designated as undergraduate, graduate, or professional. Western University of Health Sciences will only honor evaluations from the above service. The evaluation must be submitted to CASPA and include a calculation of the cumulative/overall GPA.

Once the applicant's file is reviewed, the applicant may be granted an on-campus interview. During the interview process, the applicant meets individually with four interview teams, which may consist of the PA Program Director, PA faculty, University faculty, University administration, students, PA alumni, and community PAs. Each interview team asks the applicant one question regarding academics, personal preparedness, self-awareness, integrity, and commitment to the PA program and the PA profession. Interviewees are rated on a standard evaluation form relative to each of these variables. After the conclusion of the interviews, the evaluation forms are reviewed by the PA Admissions Committee, which decides to admit, deny admission, or place the applicant in an alternate pool. An applicant previously in the alternate pool must reapply for admission into the PA Program. The WesternU PA program does not accept transfer students, nor is admission to the program deferrable. Decisions of the PA Admissions Committee regarding the admission of applicants to the Master of Science in Physician Assistant Studies program are final. Candidates accepted to WesternU must submit updated official transcripts by mail or email to the Admissions Office no later than July 1 of the year of matriculation in the PA program. For your information, CASPA retains the original set of transcripts it receives from applicants.

To meet State regulations and hospital accreditation requirements, health care facilities are requiring students to complete criminal background checks and urine drug screenings prior to beginning rotations/clinical experiences. Because of these requirements, designed to assure patient safety, students admitted to the PA program will be required to complete a criminal background check upon program acceptance and again prior to clinical rotations. Certain convictions may prevent students from entering hospital facilities, which may hinder a student's ability to complete the PA program successfully. If a criminal conviction or other relevant sanction is shown on the background check, hospital facilities have discretion as to whether the individual may enter the clinical facility as a student.

Certain convictions may also prevent students from obtaining licensure as a PA in the State of California or other states. Applicants and current students are advised to check with the appropriate State licensing board to determine whether their backgrounds may be a barrier to future licensing. Procedures for obtaining a background investigation and the costs to the student are available from the PA Clinical Education staff.

Acceptance Deposit

Applicants accepted to the PA program must pay a non-refundable "acceptance" deposit of \$1,000.00.

Linkage Program(s)

The PA program has developed a special linkage program with California State Polytechnic University, Pomona (Cal Poly Pomona) in which Cal Poly Pomona students meeting requirements mandated by the Pre-Professional advisor from Cal Poly Pomona and the PA program at WesternU, are given special consideration for admission. This is not an early admissions process. Those interested in applying to the linkage program are encouraged to visit Cal Poly, Pomona's linkage website

International Applicants

International applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For detailed information, please visit our web page for [International Students](#).

Transfers from Other Schools

The Department of Physician Assistant Education does not accept transfer PA students.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at Western University of Health Sciences are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Registrar's Office website.

New Student Orientation/Welcome Week

Attendance at all Welcome Week activities is mandatory for all incoming first-year students. Failure to attend any required part of Orientation/Welcome Week without prior approval from the PA Department Chair may result in the rescindment of the offer of acceptance.

Student Initiated Changes in Enrollment Status

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. Students must be in good academic standing to be eligible for a Leave of Absence. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies, and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on withdrawing from the University, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies, and Procedures section.

Full-Time/Part-Time Status

All MSPA students enrolled in at least one class/rotation are considered full-time students.

Time Limits

The Master of Science in Physician Assistant Studies program is designed to be completed in two (2) years of full-time study. The requirements for the degree must be fulfilled within 3 years from the date of matriculation to the program. Students who are unable to meet the 3-year time limit for the MSPA program may be subject to administrative withdrawal.

Tuition and Fees

By action of the Board of Trustees, MSPA tuition and fees for the 2020/2021 academic year (subject to change) are as follows:

\$44,065.00	Annual Tuition
\$40.00	Student Body Fee, Year 1
\$20.00	Student Body Fee, Year 2

Other Fees and Expenses

\$1,900.00	Required and Recommended Texts
\$45.00	Uniform Jacket/Patch, Name Badge
\$1,200.00	Diagnostic Equipment Kit
\$1,000.00	Laptop Computer
\$50.00	Computer privacy screen
\$60.00	Criminal Background Investigation (Approx.)
\$40.00	Drug Screen (Approx.)
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (per month)
\$350.00	Graduation Fee
\$470.00	Annual Parking Permit (Automobile)
\$40.00	Locker Key Replacement Fee
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
TBD	Breakage Fee (Replacement Cost)

Additional PA Program Education Requirements

All students are required to have a laptop computer with internet access. Course assignments and examinations will be given that necessitate access to a computer and the Internet. Minimum specifications required by the PA program can be found at:

<http://www.westernu.edu/computing/computing-students/>.

Classroom Audience Response System

The Department of PA Education requires that each PA student participate in a classroom audience response system that will be identified during the first week of school. Classroom responders are electronic devices or applications, such as smart phones or laptops that will be used to enhance interactive learning in classrooms. The device or application will enable faculty to gauge student understanding of concepts, introduce more innovative teaching and assessment methods, improve student involvement in learning, and facilitate classroom learning to become more dynamic. The system may also be used to administer and score assessments.

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified curriculum or who are directed to repeat one or more courses but not the entire academic year are charged a per credit hour tuition rate. This rate is calculated by dividing the total credit hours required for a class year by the annual tuition. The per credit hour rates for 2020/2021 are shown below:

\$808.53	MSPA Year 1 per credit hour charge
\$968.46	MSPA Year 2 per credit hour charge

General Academic Policies and Procedures

Academic Advisement

Students will be assigned a faculty advisor by the PA Department Chair upon matriculation. Advisement by faculty should be viewed by the student as a part of the academic process. Advising is a collaborative relationship for which advisor and students share responsibility and through which students create academic, career, and personal goals. Advisors are responsible for being accessible and responsive to students and for providing accurate, timely information. Students are responsible for being prepared for advising sessions and for understanding University and Department requirements. The student or faculty member may seek a change of advisor/advisee. This request should be made to the Assistant Dean of Student Affairs or the Department Chair. It is the student's responsibility to meet periodically with their advisor or as directed for low test score. A student on probation must meet with their faculty advisor and the Assistant Dean of Student Affairs at least once a month.

Attendance/Absences

As the rigors of PA education are challenging, students are not permitted to work while in the PA Program. Attendance is expected for all lectures, classes, and academic-related activities. The individual faculty members will make their own policy about attendance in their syllabus. It is required that students observe the following policy:

1. Absences

- All unanticipated absences due to illness, accident, or other unexpected events must be reported to the program and clinical site, if applicable, at the time the unanticipated absence occurs. A phone call and an email to the dept. will serve as acceptable notification formats. If ill, a note from a medical provider is expected to be submitted to the department when returning to the program or rotation site.
- Absences requested for physician/dentist appointments for student or dependents will be considered only if requested in advance of the appointment. Due to the intense nature of the curriculum, students are strongly encouraged to schedule appointments for evening and Saturday hours to avoid class conflicts.
- All anticipated absences for any reason, including religious holidays, regardless of length, must have the prior approval by the faculty. All requests for anticipated absences must be submitted in writing at least two weeks prior to the proposed absence. Requests will be considered on an individual basis and written notification of approval or disapproval will be provided to the student within one week of receipt of request. Missing didactic or clinic time will result in an unexcused absence(s).
- Students in clinical education/preceptorship are responsible for notifying both their supervising physician(s), and the PA department, regarding all absences whether anticipated or unanticipated. Prolonged absences require notification each day to preceptors and the program. All time missed on a rotation due to an anticipated or unanticipated absence must be made up. Any medical absence requires a note from a medical provider and is expected to be submitted to the department when returning to the rotation site.

- When an absence is the result of a sudden unavoidable circumstance, the program should be notified as soon as possible and provided with an explanation for the absence.
- Clinical rotation education/preceptorship absences and tardiness will be made up at the convenience of the preceptor or the program.
- Three or more excused or unexcused absences from a clinical rotation education will result in repeating the entire rotation. Special circumstances will be considered by the clinical education coordinator or the PA Department Chair.

Student Behavior during Examinations

- Students are not to communicate in any way during the examination and are to face the front of the classroom at all times.
- During scheduled examination hours, students are highly discouraged from going to the bathroom, but will be allowed to go one at a time. The student will be required to turn in the exam and Scantron sheet as they go to the bathroom. No extra time will be granted for using the restrooms.
- Once a student finishes an exam, the student will turn in the exam and the Scantron form to the proctor, or in the case of electronic testing, show the log off/upload page to the proctor and turn in the program provided scratch paper. After the student leaves the examination room, they will not be permitted to re-enter the room until the exam is declared over.
- All students' belongings (i.e., notebooks, calculators, headsets, backpacks, and computers, etc.) will be kept in front of the room.
- No questions will be permitted during the examination period.
- Alternate seating shall be utilized for all examinations unless precluded by space availability.
- All pagers, cellular phones, etc. are to be turned to vibrate mode or "off."

Any violation of these examination policies and/or Standards of Academic Integrity, Professionalism and Student Conduct may result in a referral to the Student Conduct Committee.

The course instructor sets the date of assignments, midterms, and final examination. All tests and assignments are to be taken as indicated in the course syllabus. Examination dates can only be changed by the instructor after reviewed and approved by the PA Department Chair.

Children in the Classroom/Labs

The PA classroom is an environment for enhanced learning and should be free from unnecessary distraction. For this reason, children are not permitted in the classroom during examinations, no exceptions.

During the Pediatrics Course, children will be invited to class to participate in the pediatric workshop.

Communications: Lockers, Email, Mail, Telephone

To improve the communication network and to foster student-staff and student-student interchanges, a WesternU email is provided to each student. The WesternU email account is the only account used for official communication between the program and students. Assignments, inquiries, and communications must use WesternU email accounts as other accounts may go to junk mail. In the event that time constraints necessitate quick dispersal of information, the program will disseminate this information via e-mail or through telephone communication.

- Email should be checked twice daily. It is suggested to check in the morning and in the evening.
- Correspondence from the program will occur as either traditional mail or e-mail, with e-mail being the preferred delivery choice.
- During any portion of the program for which the student is out of town (e.g., remote clinical site, holidays) correspondence from the program will be mailed or electronically mailed to the student.
- Lockers are available to students, if desired. Please inquire in the PA Department.
- Each student is responsible for advising the Registrar and the PA program's department staff of telephone number changes as soon as they occur.
- Cell phones and other electronic devices must be in silent/vibrate mode during all class times and examinations.

Practice Partners

All students are required to participate as practice partners in physical examinations and clinical skills activities. This role necessitates the modest exposure of certain body parts such as the head, face, neck, torso, and extremities. At no time will breasts or genitalia be exposed or examined. Students are expected to practice exams on other students. Similarly, students are expected to be mock patients receiving physical examinations. The course instructor will randomly assign practice partners. Female/male pairing as practice partners is expected, and such pairings can only be changed in special circumstances as deemed appropriate by the PA Department Chair.

Returning from Leave of Absence While in Phase II or Phase III

A student returning from a leave of absence of 3 months or more is required to complete one ½-day review session (arranged by the Clinical Education Department). The review session must be completed successfully before continuing with clinical education.

1. Student must:
 - Demonstrate proficiency performing:
 - Complete Physical Exam
 - POP with a SOAP Note
2. Review the following topics:
 - Universal Precautions
 - Sterile Techniques

A second session may be scheduled if deficiencies are noted by the faculty.

Issues/Dispute Resolution Procedure

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the course instructor or the faculty advisor. If the problem is not resolved at the faculty advisor/course instructor level, the matter should be brought to the Department Chair, followed by the Dean. If the matter has not been resolved at those levels, the final arbiter is the SVP/Provost.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then Dean, in that order. The final arbiter is the SVP/Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Department Chair, followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility.

Standards of Academic Integrity, Professionalism and Student Conduct

The University Standards of Academic Integrity, Professionalism and Student Conduct can be located in the University Catalog. The standards outlined below are in addition to those outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

CHS Student Conduct Committee (CHS-SCC)

The College of Health Sciences (CHS) Student Conduct Committee (SCC) shall consist of three elected CHS faculty members and as an ex-officio non-voting member, the Assistant Dean of Student Affairs. The Chair of the committee is elected by the members and the Committee meets at the call of the Chair. The term of membership is three years with staggered terms. The committee is responsible for handling alleged violations of the Standards of Academic Integrity, Professionalism and Student Conduct.

Reporting Alleged Violations/CHS-SCC Investigation Procedure

1. Upon witnessing or becoming aware of violation(s) of professional conduct, a report will be generated and turned into the Department Chair. The report will include the following information:
 - a. Name and signature of the individual making the report, and date, time, and place of alleged violation(s)
 - b. Name of the accused student
 - c. Alleged violation(s)
2. If the conduct involves a particular course or field experience, the classroom Instructor, Clinical Instructor/Field Supervisor, or Field Coordinator will advise the Department Chair.
 - a. The Department Chair may resolve minor infractions or refer the matter to the Office of the Dean.
 - b. The Department Chair will meet with the student, the instructor or field coordinator, and/or the student's faculty advisor, individually or in a group, to discuss the nature of the alleged violation(s) that have been reported and the actions, if any that the Department Chair intends to take. The Chair sends written notification of the violation(s), including date, involved student's name, and resolution to the involved student, with copies to the CHS-SCC, Department Chair, and Faculty Advisor within five business days.
 - c. The Department Chair places a copy of the notification in the student's file, to be removed if no further incidents occur prior to graduation.
 - d. The student involved in the alleged violation(s) may request a hearing with CHS-SCC.
3. Matters that could not be resolved at the program level will be referred to the Office of the Dean for review. The Department Chair will render a written recommendation to the Office of the Dean of the College of Health Sciences. Professional and personal conduct issues include, but are not limited to, (a) attendance, (b) cooperation with faculty, (c) interest shown in assigned work, (d) attitude towards fellow students and associates or toward personnel of the University

or its affiliate organizations, (e) approach to and interaction with patients, research subjects and all other colleagues, as well as (f) personal appearance appropriate to the circumstances. The matter may be resolved by the Dean, unless the student request a hearing by the CHS-SCC or the Dean may refer the case directly to the CHS-SCC for a hearing. If the Dean resolves the matter without convening a hearing before the CHS-SCC, the final decision will be reported to the Provost's Office and included in the student's file.

Hearing by CHS-SCC

The Dean or the student may request a hearing by the CHS-SCC. Because a violation(s) may have serious consequences (which may include dismissal from the University), the University has implemented procedures intended to insure that the student is provided fair notice of any charges, and is afforded a reasonable opportunity to present evidence on their behalf. The CHS-SCC will convene a hearing that follows procedures outlined in the general section of the University Catalog,

Information for Students about Hearings Involving Alleged Violations of the Standards of Academic Integrity, Professionalism and Student Conduct

For a full account of the hearing process, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Student Conduct," located in the University Catalog.

Status of Student Pending Action

Pending a determination by the CHS Dean following a hearing and a recommendation by the CHS-SCC, the student's status will not be altered except for reasons of their physical and emotional well-being or for reasons relating to the safety of other students and University personnel. Once the CHS Dean has rendered a decision, the status of the student will not be altered pending determination of a timely appeal by the student, except that the Provost/Chief Operating Officer shall have the discretion and authority to suspend the student or take other action at any time during the appeal process. The University further reserves the right to withhold the awarding of any degree at any time disciplinary charges are pending against a student.

Appeals Procedures

In accordance with the University catalog, the Dean shall have authority to make decisions regarding a student's status in matters of academic progression/promotion, suspension, student conduct, dismissal, and graduation. The decision will be based on input from appropriate sources that may include the following: individual instructors, faculty, and appropriate committees. Students may request an appeal of the Dean's decision to the SVP/Provost by following the process defined in the 'Student Appeal Process' section of the University Catalog.

Procedures Pending Appeals Outcome

The student may remain in class or on field experiences or assignments pending the outcome of appeals, except in cases of summary suspension, and except when the SVP/Provost has suspended the student or has otherwise determined that it is inappropriate for the student to remain in class and/or participate in field experiences/assignments, consistent with the decision of the CHS Dean that is being appealed. If a student is suspended for any reason, any financial aid awarded to that student will be held until the appeal process is resolved by reinstatement or dismissal of the student. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency/lender. Students should contact the Office of Financial Aid for specific information.

Additional Information

Additional information about the University's Standards of Academic Integrity, Professionalism and Student Conduct, Hearings Involving Alleged Violations of the Standards of Student Conduct and the Student Appeal Process are contained in the University Catalog. Students may also contact Carolina Alirez, Operations, and Communications Coordinator in the Provost's Office at 909-469-5694 for additional information regarding the Student Appeal Process.

Standards of Academic Progress

Good academic standing implies that a student has not been requested to withdraw and is not under academic probation/suspension.

Academic performance encompasses those areas of knowledge and skills outlined in the section entitled "Program Goals." Students are expected to attain these goals as they progress through the Program.

All grading and evaluation is based on the student's ability to attain the competencies within the objectives outlined for each area of study.

The following academic standards apply to students enrolled in the PA Program. Academic performance is considered sub-standard and unacceptable if any one or more of these standards are not met:

Phase I

During Phase I (Didactic Phase), students must earn a minimum grade of "C" or "CR" in each course. All "U's" and "NCR's" will be remediated (see Remediation Section). If a remediated grade of "C" or "CR" is not earned, the student may be dismissed or be required to repeat the entire course of study.

Students must maintain a GPA of greater than 2.75. In addition, the following applies regarding cumulative and/or semester GPAs:

1. Students whose GPA is 2.75 or less must meet with their mentor at least monthly.
2. Students whose GPA is 2.75 or less are not eligible for further registration unless probationary status is granted by the Dean of the College of Health Sciences or Dean's designee.
3. Students will not be allowed to advance to Phase II (clinical education) until all deficient grades are remediated.
4. First year students who receive a "U" or "NCR" in any course may only advance from one semester to the next with special consent from the Chair of the Department of Physician Assistant Education.

Phase II (Didactic and Clinical)

Didactic: Senior Seminar I, II and III and Applied Clinical Project Courses

1. In Senior Seminar I and II, a grade of "C" or better must be earned. Clinical rotations may be reassigned by the Clinical Education Department to assist the student academically if the student receives a grade of "C" or less. Students must maintain a GPA of greater than 2.75.
2. If a student receives a "U" in Senior Seminar I, they must repeat or remediate the course; however, the student is allowed to progress to Senior Seminar II. If the Student receives a "U" in Senior Seminar II, they must repeat or remediate the course, and the student will not be able to advance to Phase III.
3. If a student receives a "U" in Senior Seminar III, they must remediate the grade.
4. If a student receives a "NCR" in Applied Clinical Project I, II, or III, the grade must be remediated.

Phase II and Phase III (Clinical)

Students' progress through the program is based upon successful completion of expected competencies and demonstration of expected professional behaviors and attitudes. If students fail to meet the pre-designated clinical objectives, their academic achievements will be reviewed by the PA faculty. The faculty and preceptors determine if students have demonstrated the knowledge, skills, and attitudes necessary to be eligible for progress to the next phase. If a student receives a grade of "C" or lower in any clinical rotation, the remaining rotations may be assigned at the discretion of the Clinical Department to assist the student's educational or professional needs.

If a student receives a grade of "U" in Phase II clinicals, they must repeat the rotation before advancing to Phase III. Remaining clinical rotations may be reassigned by the Clinical Education Coordinator.

If a student is dismissed from a rotation for academic and/or professional issues, an investigation will be conducted by the Clinical Education Department. If the investigation determines the dismissal to be valid, then a "U" grade will be assigned to that rotation and must be remediated. A "U" grade will result in an extended date of program completion and additional tuition will be assessed to complete the remediation rotation.

The College of Health Sciences Student Progress Committee and the Student Conduct Committee may be convened to consider cases relating to unusual circumstances.

Student Progress Committee

The Student Progress Committee is comprised of department chairs, faculty members, and the Assistant Dean of Student Affairs of the College of Health Sciences.

Each year, the Student Progress Committee shall periodically review the academic achievements and the performance of students. The names and grades of students in academic difficulty shall be made available to the Student Progress Committee by the Department Chairs.

After reviewing the student's achievement and performance records, the Student Progress Committee may recommend to the Dean of the College of Health Sciences or designee any of the following courses of action for a student: promotion, probation, remediation, dismissal from the College, further assessment, or no action.

The Student Progress Committee also has the responsibility of recommending to the Dean of the College of Health Sciences the candidates to receive the Master of Science in Physician Assistant Studies degree upon satisfactory completion of all requirements for graduation as stated in the University Catalog.

All recommendations from the Student Progress Committee shall be made in writing and submitted to the Dean or designee of the College of Health Sciences. The Dean of the College of Health Sciences provides the final decision regarding the student's outcome.

Promotion

A student's progress through the program is based upon successful completion of expected competencies and demonstration of expected professional behaviors and attitudes. At the completion of each phase of the program, before the student is allowed to progress to the next phase, the student's record of achievement is reviewed by the Program Chair and faculty.

The faculty determines if the student has demonstrated the knowledge, skills, and attitudes necessary to be eligible to progress to the next phase.

In special instances, the faculty may be convened at other than the scheduled times to consider cases relating to unusual circumstances, such as probation or dismissal.

Promotion is defined as progression from one academic semester or phase to the next.

1. A student may not be recommended for progression from one semester or phase to the next with any outstanding grades of "I", "U" or "NCR" on their academic record or with a semester grade point average of 2.75 or less. Grades of "U" or "NCR" must be appropriately remediated before progression to the next semester or phase (see section entitled Remediation).
2. When considering a student for promotion, professional, ethical, and personal conduct may also be taken into consideration (as described in section entitled Probation, 5).
3. A student will be promoted if all legal and financial requirements of the University as stated in the University Catalog have been satisfied.

Graduation

A student will be recommended for the Master of Science in Physician Assistant Studies Degree provided they:

1. Have completed the requisite two-year curriculum in the WesternU MSPA program.
2. Have been enrolled in the WesternU MSPA program during their final academic year.
3. Are not on probation, has completed all prescribed academic and clinical requirements with a cumulative grade point average of above 2.75, and has no outstanding grade of "I", NCR, or "U."
4. Have demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined in Probation guidelines, which would make it inappropriate to award the degree of Master of Science in Physician Assistant Studies.
5. Have complied with all the legal and financial requirements of the University as stated in the University Catalog.
6. Have attended in person and participated in the Commencement ceremony at which time the Master of Science in Physician Assistant Studies degree is conferred. Unless special permission has been granted by the Dean, each student must participate in their respective commencement ceremony. If the Dean grants special permission for excusal from commencement, the graduate may be required to present themselves to the Dean or their designee at another specified date to take their profession's oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 of that calendar year. No student will receive their degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

Adverse Actions

Warning

The student who demonstrates unacceptable performance in any unit of study during any phase of the program is notified of such performance by the Instructor of the course, faculty advisor, the Assistant Dean of Student Affairs, or Program Chair as soon as it becomes evident. They are notified that continued poor academic performance can lead to academic probation and dismissal.

Probation

Students whose performance is considered unacceptable because of not meeting the Standards of Academic Progress will be placed on probation. The duration and conditions of the probationary period will be recommended to the Dean or designee of the College of Health Sciences on an individual basis by the College of Health Sciences Student Progress Committee. The Committee may recommend remedial study and/or repetition of a unit of study. This may result in extending the length of the program beyond 24 months.

Probation is defined as a period specified by the Dean of the College of Health Sciences (or their designee) during which the student's progress will be closely monitored by their faculty advisor, the Assistant Dean of Student Affairs, and the Department Chair. In order to monitor closely 2nd year students on probation, the PA program reserves the right to assign their clinical rotations. A student will be recommended for probation and may be asked to appear at a Student Progress Committee (SPC) meeting for any of the following reasons:

1. For first year students, achieving a cumulative score of less than 70% in two (2) or more courses at the end of the first nine weeks of the curriculum.
2. Immediately upon receiving a course grade of "U" or "NCR" in any course.
3. A semester and/or cumulative grade point average of 2.75 or less. A SPC meeting can be requested by the Department Chair or the student, otherwise no SPC meeting is required for a semester or cumulative GPA below the minimum.
4. When directed to repeat a year for academic reasons.
5. Seriously deficient ethical, professional, or personal conduct.

The Department of PA Education Program Chair may render a written recommendation to the Dean of the College of Health Sciences to invoke the CHS Conduct Committee regarding any student whose professional or personal conduct is deemed unsatisfactory. Professional and personal conduct issues include, but are not limited to, attendance, cooperation with faculty, interest shown in assigned work, attitude toward fellow students and associates and toward personnel of hospitals, approach to, and interaction with patients, as well as personal appearance appropriate to the circumstances.

The terms of probation for ethical, professional, or personal conduct will be specified at the time the student is placed on probation.

When a student is placed on probation, they will be notified in writing by the Dean of the College of Health Sciences or their designee and the reasons will be stated. The written notification will be sent via email,

or hand delivered. Copies of the letter will be placed in the student's permanent file. The Department Chair will ascertain when the terms of the probation have been satisfied and probation can be rescinded.

1. A student on probation may not serve as an officer of any official University club or organization and shall not engage in time-consuming extracurricular activities.
2. A 1st year student on probation must meet with their faculty advisor at least once a month. A 2nd year student on probation must contact their faculty advisor once a month.
3. A 1st year student on probation must visit the LEAD office for an Adult Learner's Assessment and obtain a tutor for the necessary areas of study to help ensure program success.

Students are removed from probation when the following occur:

1. At the end of the first semester of the first year provided that they have attained a grade point average of greater than 2.75.
2. After one semester, provided they have regained both a semester and cumulative grade point average of greater than 2.75.
3. When all "U" or "NCR" grades have been satisfactorily remediated according to the Remediation section of the Catalog (below).
4. When the specified terms of probation for ethical, professional, or personal conduct are met.
5. When 2nd year students are on probation for a clinical rotation grade of "U," they will be removed from probation when they have met the terms of their probation.

Financial Aid Warning Policy (Title IV and Title VII)

If a student is not achieving satisfactory academic progress (SAP) they may be placed on "Financial Aid Warning" status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, grants, and stipends (judged on the criteria of the stipend). Students who fail to make SAP by the end of the payment period lose Financial Aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the FAO will automatically place the student in a Financial Aid Warning status. During the next academic term, if the student does not meet SAP standards and the college places the student on academic suspension, the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be covered by financial aid.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students will be recommended for this program by a faculty advisor, course instructor, or the Assistant Dean of Student Affairs. Students may self-identify to TAP to receive assistance. The tutors will be chosen on the recommendation of the faculty in each discipline. Group tutoring is the methodology

most used by the TAP department. For assistance, contact the Learning Enhancement and Academic Development Office (LEAD).

Remediation

Every effort will be made to give each student many opportunities to demonstrate competency in each area of the academic program. However, remediation is to be regarded as a privilege that must be earned by a student through an active participation in the educational program as demonstrated by regular attendance, individual initiative, and utilization of resources available to them.

If a student receives a “U” or “NCR” grade in a course, that student will be reviewed by the Physician Assistant Faculty who will make a recommendation regarding the student. The Department Chair will either:

1. Implement the remediation process and place the student on academic probation.
 - a. This option is only for students who have not demonstrated previous academic difficulties, have not remediated classes prior, and have not been recommended to the Student Progress Committee (SPC) in the past.
 - b. The Department Chair, the Assistant Dean of Student Affairs, or designee will inform the student of the remediation and probation in writing. The student will acknowledge the remediation by signing and returning the document to the Department Chair, the Assistant Dean of Student Affairs, or designee.
 - c. A student who needs to remediate two or more courses throughout the 24-month curriculum may be recommended for dismissal (See Dismissal Section).
2. Submit the PA Faculty recommendation in writing to the SPC, who in turn provides a recommendation to the Dean of the College of Health Sciences or their designee.
 - a. In reviewing the student's academic deficiencies, the following guidelines shall be used:

Educational objectives underlie remedial teaching and evaluation should be the same as the educational objectives that underlie regular courses in the curriculum. Where deemed appropriate, the CHS Student Progress Committee, after consultation with the course instructor and/or Physician Assistant Faculty, may recommend one or a combination of the following options:

 - i. Take a comprehensive examination (this option is not available if the student’s final point score for a course is below 65%).
 - ii. Repeat the course, typically in the following academic year. The PA Department Chair in consensus with the PA faculty will determine if the student should or should not be promoted into the subsequent semester. The student cannot start Phase II (clinical) or Phase III until the grade of “U” has been remediated. Students repeating a course will be charged full tuition for the course.
 - iii. Repeat the academic year.

- iv. Dismissal from the University (see *Dismissal* section for criteria for this option).
3. Students receiving a “U” grade for a clinical rotation education/preceptorship will repeat the entire rotation/preceptorship. The above i-iv options do not apply to clinical education. Remediation will delay the student’s progress to preceptorship and extend the program completion date. Additional tuition may be charged for the remediation.
4. The grade achieved by remediation will be the grade recorded EXCEPT that the highest grade a student may earn by option (i) is a grade of “C” or “CR.” The grade achieved by remediation will be recorded on the transcript next to the original grade.
5. Grades earned during an attempted remediation of a course will be reviewed critically by the PA Department faculty and Department Chair. Failure to earn at least a “C” or “CR” grade may result in dismissal from the University or repeating the course.
6. Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances in each case. The decision will be made by the Dean of the College of Health Sciences (or their designee), based upon the recommendation of the PA faculty and review, if indicated, by the CHS Student Progress Committee.
7. Any student who is required to remediate a course will be notified in writing by the Dean of the College of Health Sciences, or their designee, at least two weeks prior to the remediation date (or within four weeks after the close of the academic year in which the student is presently enrolled, whichever comes first). Notification must be by certified mail, email, or hand-delivered to the student and must be acknowledged with the signatures of the Dean of the College of Health Sciences, or their designee, and the student.

Students who have been required by the Dean of the College of Health Sciences or their designee to repeat a course(s) due to unsatisfactory grades (GPA); or in cases where there is a satisfactory GPA, but deficiencies are noted which impede promotion; the following criteria must be met to be eligible for financial aid:

1. Full-time attendance recorded
2. Placed on at least one semester probation
3. Must be tested and graded
4. Close monitoring

It is the student's choice if they have made satisfactory progress such as GPA, but wants to audit only to strengthen skills, as long as they are fully aware they will not be eligible to apply for any financial aid. Students will be financially responsible for themselves until promoted by the Dean of the College of Health Sciences or designee.

Dismissal

A student may be subject to dismissal from the program for substandard academic or professional performance, as follows:

1. Students who earn two or more unacceptable grades (“U’s” or “NCR’s”) throughout the 24-month program may be dismissed from the program.
2. Failure to pass a repeated course or course remediation exam as directed by the Dean or their designee.
3. Attaining a semester or cumulative GPA of 2.75 or less for 2 or more semesters.
4. Lack of professional attributes considered appropriate for continuance in the program and profession.
5. Any event that could result in either academic or professional probation for a student currently on academic or professional probation.
6. Violation of the terms of probation.
7. Presenting themselves as a physician.
8. Failing to complete the PA Program in the maximum 36 months from initial matriculation. Usual program completion is 24 months from initial matriculation.

When a student is going through the Student Progress Committee review or pending a decision from the CHS Dean or designee, the student is expected to attend class unless otherwise instructed by the Dean or designee.

Clinical Education

Required Clinical Education Rotations

1. PA 7010 Family Practice/Common Psychiatry
2. PA 7030 Internal Medicine
3. PA 7040 Emergency Medicine
4. PA 7050 Pediatrics
5. PA 7070 Obstetrics and Gynecology
6. PA 7080 General Surgery
7. PC I (Family Practice, Internal Medicine, Pediatrics, Geriatrics, Psychiatry, or OB/Gyn)
8. PC II (Family Practice, Pediatrics, OB/Gyn, Internal Medicine, Psychiatry, Geriatrics, Emergency Medicine, Urgent Care, Community Health, or Internal Medicine subspecialties)
9. PCIII (Family Practice, Internal Medicine, Community Health, Psychiatry, Pediatrics, Geriatrics, Emergency Medicine, OB/Gyn, or Urgent Care) – Must be taken as one of the last three rotations
10. Selective 1
11. Selective 2

Out-of-Area Clinical Education

Clinical Education that is greater than a 70-mile radius in any direction from WesternU, Pomona Campus, is considered an out-of-area rotation clinical education with the exception of the San Diego area, which will be considered an in-area rotation. An out-of-area rotation is considered a privilege, and optional. The Clinical Education Department (CED) will grant or rescind out-of-area rotations based on the criteria listed below.

To participate in out-of-area rotations, students must:

- Exemplify ethical and professional behavior throughout their didactic and clinical rotations phase.
- Have a GPA of 3.20 at the time of rotation scheduling and maintain a semester and cumulative GPA of 3.20 for the entire program.
- Receive a “B” or better on all clinical rotation grades and maintain a “B” or better in Senior Seminars I, II, and III.
- Have a 3.50 cumulative/semester GPA at the time of clinical education scheduling to participate in out of area rotations during the first and second months of clinical rotations and the student will be returning to within the 70-mile radius by the third month of rotations.

- Have confirmation of housing and travel arrangements available to the clinical education coordinator(s) at the time of scheduling.
- Provide the clinical education coordinator(s) with transportation and room and board for out-of-area site visits as warranted.
- Have a computer with internet access.

The Clinical Education Department has the right to reassign rotations if the preceding criteria are not met or violated.

Clinical Rotation Education Assignment

Clinical rotations will be assigned by the CED for students with semester or cumulative GPAs less than 3.00. The CED may seek input regarding rotation assignments from the PA faculty and/or Department Chair. The student will meet with the CED for their scheduling appointment to discuss the rotation assignments.

Clinical Rotation Education Assignment Appeal

A change in clinical rotation education assignment may be requested in writing by the student for the following reasons:

- After completing one week in the rotation, the student deems the rotation is not of high quality. (To be investigated and verified by the clinical education coordinator)
- The student is requesting a change in a clinical rotation assignment for a specific month under a preceptor or medical group not affiliated with the PA Program.
- The student is being used to substitute for regular clinical or administrative staff.

Completed paperwork requesting an upcoming rotation change must be submitted to the Clinical Education Department 90 days before the rotation is scheduled to begin. The student will be notified of the request status within 48 hours.

Reassignment of Clinical Rotation Education

Any student who receives one or more "C's" in a clinical rotation or receives a "C" grade in any Senior Seminar Course, may have the remainder of their clinical rotations reassigned by the CED to more closely monitor clinical development and academic performance.

Rotational Clinical Education Observation

Any student who has been "deemed unsafe" may be placed in an observational mode for the remainder of their rotation. A student may be placed in observation mode for one month only, and then a summary suspension may occur. Nothing within this Catalog restricts the College or University's ability to implement a summary suspension in lieu of observation mode. For further information, please review the Summary Suspension section in the University Catalog.

Personal Appearance

Personal appearance is extremely important in facilitating acceptance by other health professionals and patients. The poor appearance of one individual is often generalized to the entire profession. Adherence to the following dress code is, therefore, the responsibility of each student while in clinical training.

Physician Assistant Program name tags/badges are to be worn at all times while on campus, and at clinical rotation education sites.

1. Short white “intern” type jackets are required at all times, beginning with Phase II of the curriculum.

Students may wear slacks (minimum length is at the ankle), or other appropriate dress or skirt. Modesty must be a consideration for necklines and hemlines (minimum knee length). Shirt and tie are also considered appropriate dress for students when they are present in a setting where patient contact can be expected. Students must receive the approval of the supervising practitioner to wear “scrubs” during the rotation. The white coat must be worn over scrubs except while in the surgical suite.

2. “Blue jeans” are NOT appropriate dress for any students during the clinical phases.
3. “Tennis Shoes,” “Joggers” and other forms of athletic shoes are NOT considered appropriate attire.
4. Students should consider the image projected to the patient and others with regard to hairstyle and length, beards, mustaches and jewelry. Long hair should be worn up.

Professional Conduct During Clinical Education

- Professional and personal conduct includes, but is not limited to timely attendance, cooperation with preceptors, interest shown in assigned work, attitude toward fellow students, associates and personnel of hospitals, and approach to and interaction with patients.
- Students will contact the preceptor/contact person 30 days prior to the start of the rotation to confirm rotation and 7 days prior for meeting time and place for the first day at the site.
- Students will dress in appropriate business attire and wear their short intern jackets while providing health care.
- Students will introduce themselves as physician assistant or PA students to staff and patients.
- Students will always wear their WesternU identifying nametags when in a clinical setting.
- Students will be able to explain what a PA is concisely and confidently to patient(s) and staff.
- Students who introduce themselves as a physician are subject to dismissal from the program.
- Students will not engage in any activity that may be construed as being unethical, immoral or inconsistent with the practice of medicine.

- On each clinical education rotation, it is the student's responsibility to ensure that ALL patients seen by the student are also seen by the supervising preceptor.
- If a student is dismissed from a rotation for academic and/or professional issues, an investigation will be conducted by the Clinical Education Department. If the investigation determines the dismissal to be valid, then a “U” grade will be assigned to that rotation and must be remediated. A “U” grade will result in an extended date of program completion and additional tuition will be assessed to complete the remediation rotation. A student conduct hearing may be convened, if appropriate.

Students breaching the Professional Conduct Policy will go through the following process:

- The student will be required to have a student conference with the Department Chair, Assistant Dean of Student Affairs, and/or clinical education coordinator(s).
- The breach of conduct will be investigated, and the student will be notified of the results of the investigation.
- A verbal warning may be issued and/or a letter of unprofessional conduct may be placed in the student’s file.
- There will also be a 5% decrease in the overall rotation grade for the month in which the rotation/violation occurs.

Failure to correct the breach of conduct or repeated breaches may lead to the student being placed on probation for lack of professional attributes or removed rotations. The student may have their rotation sites changed by the clinical education coordinators. The rotation for which the student has been removed will need to be completed at the end of their clinical rotation year. Program dismissal may be recommended to the Student Conduct or Student Progress Committee. A student may be placed in observation mode by the Department Chair during the investigation or may request that the student be summarily suspended during the investigation.

Confidentiality of Medical Record and Health History Information

All data gathered about the patient and their illness; including all items within a patient's medical history is privileged information.

- Students should not discuss a patient's records in a manner or a situation that would reveal any information about that patient or their records to persons not involved in their health care.
- Charts or contents, e.g., lab reports, etc., are not to be removed from the hospital or clinical setting.

Patient Records - Physician Review and Countersignature

On each clinical rotation education, it is the student's responsibility to ensure that ALL patients seen by the student are also seen by the supervising practitioner. The supervising practitioner should also review all student notes written in medical records and countersign these documents. Countersignatures should be obtained before the patient is released on outpatient and inpatient rotations.

If using electronic health records, students are expected to use their own login and password provided to them by the appropriate individuals at the rotation site. Students cannot use the preceptor's personal login or password to enter patient information into the electronic record.

Under no circumstances should a student initiate orders for any patient on any clinical educational rotation without immediate physician consultation and countersignature. In addition, under no circumstances should a student sign medical drug orders.

Under no circumstances should a student accept samples from pharmaceutical representatives on behalf of the preceptor or themselves.

These guidelines must be strictly adhered to for the student's protection and the protection of the patients seen by students. Violations of these policies are viewed as transgressions in professional and/or academic standards.

Falsifying a patient's exam findings or record is considered a breach of professional conduct.

Title Identification/Representation

Role and title confusion are common problems encountered in dealing with patients, e.g., some patients identify all those wearing short white coats as physicians. Students should be aware of this problem and avoid misrepresentation by politely explaining their role and position.

- In professional interactions with patients and others, a student should introduce themselves as a "physician assistant student" using the title of Mr., Miss, Mrs., Ms., or PA Student along with the surname.
- Students should use the designation, "P.A.-Student" (PA-S), following all notations in charts, records, and other medical forms.

Evaluation and Grading

Competency is expected of all program graduates upon completion of the professional curriculum as defined by the "Program Goals." The curricular components of the program are designed so that students' work toward achievement of these competencies is measured via written and practical examinations and by evaluations of clinical performance and professional development. Specific behavioral objectives have been defined for each curricular component to assist the student and the program faculty in evaluating the degree of attainment of these expected competencies throughout the 24-month curriculum.

Evaluation Methods

Overall student performance is evaluated using one or a combination of the following methods:

1. **Written examinations:** Written examinations will vary based on the content of the individual course. A combination of single answers multiple choice, matching, short answer, essay, and patient management type questions are used.
2. **Practical or Laboratory Examinations:** In selected courses, students will be observed obtaining histories or performing physical exam components on simulated patients. They may also be asked to "problem solve" based on a patient database. At times, they will be evaluated on their ability to perform laboratory tests.

3. **Student Presentations:** Students may be asked to orally present individual or group projects, patient cases, research papers, etc. These oral presentations may or may not be accompanied by a written report.
4. **Written reports:** At various times, students will be evaluated on written reports of assigned topics, written histories, physicals, discharge summaries, research papers, etc.
5. **Professional Development Assessments:** Assessments of each student's academic, professional, and interpersonal growth and development are shared with them on an individual basis periodically during each phase of training.
6. **Clinical Evaluations:** Supervising preceptors are asked to assess the student's level of attainment of competencies related to selected parameters within the domains of knowledge, skills, and attitudes, and to evaluate the student's overall performance while on clerkship. Evaluation forms, which incorporate these areas to be evaluated, are utilized.
 - a. Students are responsible for securing these evaluations from the supervising preceptor(s) on each rotation and ensuring that they are completed and returned to the program office in a timely fashion. Preceptors are encouraged to discuss the student's performance and progress throughout the rotation with him/her and to discuss the final evaluation prior to completion of the rotation.
 - b. Since the clinical evaluation is an essential part of the overall assessment of the student's performance on a given rotation, course grades will not be computed without it. Students who fail to obtain clinical evaluations prior to the end of the respective clinical rotation will be given a grade of missing "M" for that clinical course. Clinical evaluations for courses with missing grades must be completed prior to advancing to preceptorship (Phase III).
 - c. Clinical evaluation forms become a part of the student's academic profile record. Students are urged to sign each evaluation and are encouraged to sign at the time the evaluation is discussed with the supervising preceptor. Students are provided copies of all their clinical evaluations when these are submitted by the preceptor to the program.
7. **Patient Write-ups:** Students on clinical rotations are required to submit a minimum of one patient write-up each month in the S.O.A.P. format. The chosen case must represent conditions listed in the objectives for each module. The write-ups are due in the PA Program Office on or before the last day of the clinical rotation.
8. **Literature Review:** Students can be requested to review current literature and complete a critique. The critique will be evaluated on content, validity, clarity, and clinical relevance.
9. **Final Comprehensive Examination:** A comprehensive examination is administered during the Senior Seminar III and serves as a summative examination. This examination evaluates the student's accumulated knowledge, skills, and attitudes needed for PA practice while familiarizing him/her with the format of the certification examination. Like the NCCPA certification examination, this examination consists of a written multiple-choice exam including questions on clinical skills competency.

10. **Grade Reports:** Official grades are turned in to the Registrar from Department of PA Education, at which time the online student records system, BanWeb, is updated. Unofficial transcripts will be available on the BanWeb student records systems throughout the academic year. For more information on how to access the BanWeb student records system, visit the [Registrar's website](#).
- a. Due to the nature of the clinical curriculum, i.e., variable duration and sequencing of clinical education courses, course completion dates rarely coincide with traditional grading periods.
 - b. In these cases when final grades are not available at grade reporting time beyond the control of the student and/or program, a grade of "M" is submitted to the Registrar in lieu of the course clinical education grade. "M" grades are entered on the grade reports and are converted to student-achieved grades at the earliest possible opportunity.
 - c. An up-to-date summary of student performance is maintained in the Program Office Files and is available to each student for their review.
11. **Review of Examinations:** Multiple choice examinations are graded no later than one working week after the exam and ten (10) working days for written essay-type examinations. Copies of the examination are kept on file for student review for three (3) working days after the grades have been released to the students.

Grading Scale

Final course grades are given based upon the traditional 4-point letter system, as follows:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
A	90-100%	4.00
B	80-89%	3.00
C	70-79%	2.00
U	Less than 70%	0.00
CR	Credit	N/A
NCR	No Credit	N/A

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A

The grade point average is calculated at the end of each semester as the sum of earned grade points divided by the sum of semester hours passed and failed. A cumulative grade point average will be calculated and posted on the transcript.

Clinical Rotation Education Grading Criteria

The Clinical Education grade is based on the student's performance as assessed by the preceptor, the student's participation, and rotation exam.

Audit

An "AU" (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Missing Grades

A grade of 'M' for Missing will be input by the Office of the Registrar if a student's grade is not available by the deadline for grade submission. An 'M' grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. 'M' grades should not be used by the program in place of an Incomplete (I) grade.

Incomplete Grades

An Incomplete grade ("I") will only be assigned to students whose professional commitments and/or personal responsibilities prevent him or her from completing the requirements of the course where not less than 80% of the course requirements have been completed. The student must petition the instructor for an incomplete grade not less than two (2) weeks prior to the close of the semester and specify the elements of a learning contract. The student must complete the remaining coursework in compliance with the learning contract, no later than the close of the following semester. The instructor must certify any grade changes. In the event a student does not complete the coursework by the end of the semester

following the term for which the Incomplete was given, the course grade will revert to a U or —NCR and the student must register for and complete the entire course at another time.

Appealing a Course Grade

No course grade will be changed unless the instructor or department chair certifies in writing to the Registrar that an error in computing or recording the grade occurred. If the student believes there is just cause to dispute a grade for a course, the procedure is as follows:

1. Within three (3) business days of the date the course grade is posted to BanWeb, student must make an appointment to talk with the course instructor(s) who issued the grade and submit a written request for review. Upon receipt of the written request from the student, the course instructor(s) shall review the case and a decision shall be made by the course instructor(s) to affirm or modify the grade. Within five (5) business days of the student's written request, the course instructor shall notify the student in writing of the decision. A copy of the letter shall be sent to the student and the Department Chair.
2. Within three (3) business days following written notification to the student regarding the instructor's decision, the student may appeal the decision in writing to the Department Chair. The written appeal request must be accompanied by a narrative explaining the basis of the appeal. The narratives should fully explain the student's situation and substantiate the reason(s) for advocating a reversal of the instructor's prior decision. The Department Chair may grant an appeal only if a claim of (1) bias, (2) the appearance of new material and documentable evidence that was not available at the time of the instructor's decision, or (3) procedural error that unfairly affected the decision-making process as substantiated by the Department Chair. Upon written request from the student with a valid appeal rationale, the Department Chair shall review the case and within five (5) working days shall issue a decision in writing to the student, which may affirm, modify, or reverse the previous action. A copy of that decision will be provided to the instructor. The Chair's decision is final in all course grade appeals (didactic and clinical), except when the Chair is also the official instructor of the course in question. In such a case, the student will direct their appeal to the Dean or designee of the College of Health Sciences, following the same guidelines for an appeal to the Department Chair. In addition, in such a case, the decision of the Dean or designee is final.

Appealing a Clinical Education Grade

Any student, who has a dispute with a grade that was assigned by their clinical preceptor, will utilize the following appeal process:

1. Contact the Clinical Education Coordinator(s) and notify them in writing of their concerns in reference to their clinical performance grade within five days of their grade being posted.
2. The Clinical Education Coordinator(s) will contact the preceptor to schedule a meeting to discuss the student's grade. The grade may or may not be re-assigned contingent upon the information that is gathered by the Clinical Education Coordinator(s). The Clinical Education Coordinator(s) will provide the student with a written decision of the outcome of this review within fourteen (14) working days of the student request. The decision of the Clinical Education Coordinator(s) may be appealed following the procedure for Grade Appeals as described previously.

Credit Hour Calculation

Courses are rated at one credit hour for each 15.0 hours of lecture or 30.0 hours of laboratory practicum, directed independent study, or small group sessions.

Curriculum Organization

Year 1

Phase I, First Year, Fall Semester		
Course	Title	Credit Hours
IPE 5000	Patient Centered Cases I	1.00
PA 5005	Medical Terminology	1.00
PA 5010	Structure & Function I	3.00
PA 5020	Clinical Skills I	1.50
PA 5030	Physical Assessment I	2.50
PA 5040	Health Promotion/Disease Prevention I	2.50
PA 5050	Introduction to Adult Medicine	3.50
PA 5060	Pharmacology and Therapeutics I	2.50
PA 5100	Pediatrics I	1.50
PA 5170	Pathophysiology I	1.50
Semester Total:		20.50
Phase I, First Year, Spring Semester		
Course	Title	Credit Hours
IPE 5100	Patient Centered Cases	1.00
PA 5011	Structure & Function II	3.00
PA 5021	Clinical Skills II	2.50
PA 5031	Physical Assessment II	2.50
PA 5041	Health Promotion/Disease Prevention II	1.50
PA 5051	Introduction to Adult Medicine II	3.50
PA 5061	Pharmacology and Therapeutics II	2.50
PA 5070A	Psychosocial Dynamics	0.00
PA 5101	Pediatrics II	1.50
PA 5110A	OB/GYN	0.00
PA 5171	Pathophysiology II	1.50
HSCI 5206	Research Methods II	2.50
Semester Total:		22.00
Phase I, First Year, Summer Semester		
Course	Title	Credit Hours
PA 5070B	Psychosocial Dynamics	2.50
PA 5110B	OB/GYN	2.50
PA 5120	Geriatrics	2.50
PA 5130	Emergency Medicine	2.50
PA 5140	Professional Roles & Responsibilities	1.50
PA 5160	Health Care Delivery System	1.50
PA 5180	Introduction to Clinical Education	1.00
Semester Total:		14.00
First Year Total:		56.50

Year 2

Phase II, Second Year, Fall Semester		
Course	Title	Credit Hours
PA 6020	Senior Seminar I	2.50
###	Clinical Rotations (4 rotations)	12.00
PA 6970	Applied Clinical Project I	1.00
Semester Total:		15.50
Phase II, Second Year, Spring Semester		
Course	Title	Credit Hours
PA 6030	Senior Seminar II	2.50
###	Clinical Rotations (4 rotations)	12.00
PA 6980	Applied Clinical Project II	1.00
Semester Total:		15.50
Phase III, Second Year, Summer Semester		
Course	Title	Credit Hours
PA 6040	Senior Seminar III	1.50
###	Clinical Rotations (3 rotations)	9.00
PA 6990	Applied Clinical Project III	4.00
Semester Total:		14.50
Second Year Total:		45.50
Program Total:		102.00

Course Descriptions

HSCI 5206 Research Methods II (2.5 credit hours)

The purpose of this course is to introduce students to a variety of research methodologies. Included will be historical studies, case studies, observational studies, surveys, quasi-experimental designs, and experimental designs. Generalizability issues and validity/reliability issues related to research are presented.

IPE 5000 Patient Centered Cases – An Interprofessional Approach I (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

IPE 5100 Patient Centered Cases – An Interprofessional Approach II (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social, and psychological issues. This course is a graduation requirement for all health professional programs.

OM 5001 Summer Preparedness and Readiness Course (SPaRC) (0.0 credit hours, CR/NCR)

In an interprofessional environment, the SPaRC prepares incoming students for the rigors of their program with an introduction to various curriculum topics including the skeletal system, gross anatomy lecture and cadaver lab, and pharmacology. The anatomy component focuses on the skeletal, muscular, cardiovascular, and nervous systems, yet provides a brief overview of other body systems as well. Additional lecture overviews to program-specific content are also provided. Academic skills presentations focus on enhancing study, test taking, and the development of EQ skills. Acceptance into this program is at the discretion of the coordinating office. The course is elective and does not meet any specific requirements of the program curriculum. A separate tuition of \$950 is charged. For additional information, contact Learning Enhancement and Academic Development (LEAD).

PA 5005 Medical Terminology (1.0 credit hour, CR/NCR)

This course is designed to provide a framework for building a comprehensive medical vocabulary. The basic techniques of medical word building will be used to enhance appropriate use and spelling of medical terms in oral and written presentations.

PA 5010 Structure and Function I (3.0 credit hours)

This course is designed to elucidate the characteristics of human anatomy and physiology as a basis for understanding normal homeostasis and the abnormalities associated with disease. Course content includes biochemical homeostasis, microbiology, and the anatomy and physiology of the body including special senses (eyes, ears), blood and lymphatic systems, respiratory system, the cardiovascular system, and the integumentary.

PA 5011 Structure and Function II (3.0 credit hours)

Continuation of PA 5010. Course content includes the anatomy and physiology of the gastrointestinal system, musculoskeletal system, neurological system, the endocrine system, the immune system, and the role of genetics and molecular mechanisms in health and disease.

PA 5020 Clinical Skills I (1.5 credit hours)

This practical course exposes the physician assistant student to basic clinical skills used in the primary care office. Skills include, but are not limited to, universal precautions, sterile procedures, venipuncture, wound closure procedures, radiograph interpretation, musculoskeletal immobilization, dermatologic procedures, and documentation and communication skills.

PA 5021 Clinical Skills II (2.5 credit hours)

Continuation of PA 5020.

PA 5030 Physical Assessment I (2.5 credit hours)

This course is designed to provide students with fundamental cognitive knowledge of interviewing, formulating write-ups and physical assessment techniques. Students also learn how to analysis data and the formulation of a therapeutic plan based on the health history, and physical examination. This course is correlated with the Introduction to Adult Medicine.

PA 5031 Physical Assessment II (2.5 credit hours)

Continuation of PA 5030.

PA 5040 Health Promotion and Disease Prevention I (2.5 credit hours)

This course stresses the principles of wellness including detailed discussions of nutrition, exercise, alcohol, and tobacco as they relate to culturally diverse patient populations.

PA 5041 Health Promotion and Disease Prevention II (1.5 credit hours)

Continuation of PA 5040.

PA 5050 Introduction to Adult Medicine I (3.5 credit hours)

This course represents an introduction to clinical adult medical and surgical disorders as well as pathophysiology from a primary health care perspective. This course is correlated with structure and function, pharmacology, and physical assessment. It also incorporates signs, symptoms, differential diagnosis, and laboratory diagnosis and treatment modalities for selected disciplines.

PA 5051 Introduction of Adult Medicine II (3.5 credit hours)

Continuation of PA 5050.

PA 5060 Pharmacology and Therapeutics I (2.5 credit hours)

This course stresses the principles of drug action and is correlated with the system orientation of the "Introduction to Adult Medicine". Current aspects of drug therapy are studied with particular emphasis on the activity.

PA 5061 Pharmacology and Therapeutics II (2.5 credit hours)

Continuation of PA 5060.

PA 5070A Psychosocial Dynamics (0 credit hours)

This course provides students with the necessary skills to diagnose and treat common mental health disorders seen in an ambulatory family practice population. It also provides the students with information that enable them to factor "humanity" into their assessment, diagnosis, and intervention strategies. The course also includes modules on family structure and functioning, the dynamics of aging, death, and dying, and human sexuality.

PA 5070B Psychosocial Dynamics (2.5 credit hours)

Continuation of PA 5070A.

PA 5100 Pediatrics I (1.5 credit hours)

This course will provide the primary care physician assistant student with an introduction to the basic principles of pediatrics. This pediatric course will provide the students with the basic cognitive skills required to obtain and perform an appropriate newborn, pediatric, and adolescent history, and physical.

PA 5101 Pediatrics II (1.5 credit hours)

Continuation of PA 5100.

PA 5110A Obstetrics/Gynecology (0 credit hours)

This course is designed to introduce the PA student to the fundamental principles and practice of obstetrics and gynecology and the unique physical and emotional health care needs of female patients. Emphasis will be placed on the pathophysiology, etiology, and management and prevention of clinical problems that transpire in a woman's life cycle from infancy through menopause. Students will also learn the essential details of the OB-GYN clinical evaluation and strategies in the diagnosis and treatment of common OB-GYN medical, surgical, and obstetric disorders of women.

PA 5110B Obstetrics/Gynecology (2.5 credit hours)

Continuation of PA 5110A.

PA 5120 Geriatrics (2.5 credit hours)

This course introduces the students to various aspects of geriatrics in the primary care setting. The course provides a framework for the normal geriatric aging process as well as pathological processes. The students will learn geriatric assessment including cognitive function and impairment. Students will be able to discuss palliative care and decision-making skills as it relates to legal and ethical issues for end of life care.

PA 5130 Emergency Medicine (2.5 credit hours)

This course emphasizes assessment skills in emergency medicine. It would provide students with an overview of emergency medicine and history and physical examinations. The course will introduce current diagnosis and treatment for commonly encountered medical emergencies. The student should be able to develop a working knowledge and framework for the evaluation and treatment of common medical and surgical procedures.

PA 5140 Professional Roles and Responsibilities (1.5 credit hours)

This course examines the different professional roles that can be assumed by a physician assistant. Also included are discussions of the laws in which PA's are required to follow to practice medicine and the health care delivery system.

PA 5160 Health Care Delivery Systems (1.5 credit hours)

This course will introduce the student to the current models of health care delivery systems utilized within healthcare. It will also identify the roles of a PA within the current health care delivery systems.

PA 5170 Pathophysiology I (1.5 credit hours)

This course is designed to enhance student knowledge in recognizing and identifying pathophysiology states for specific disease processes. This course is correlated with the Introduction to Adult Medicine course.

PA 5171 Pathophysiology II (1.5 credit hours)

Continuation of PA 5170.

PA 5180 Introduction to Clinical Education (1.0 credit hour)

This course assists the PA students' transition from the classroom to a clinical environment. Students will refine the skills necessary to complete clinical education rotations successfully.

PA 6020 Senior Seminar I (2.5 credit hours)

Senior Seminar consists of a series of examinations and discussions. Clinical skill problems, case presentations, and problem oriented physical examinations are used as teaching tools to help the physician assistant student understand their role as a practicing PA.

PA 6030 Senior Seminar II (2.5 credit hours)

Senior Seminar II consists of a series of examinations and discussions. The purpose of the course is to develop further the physician assistant student's clinical skills and test-taking abilities.

PA 6040 Senior Seminar III (1.5 credit hours)

Senior Seminar III consists of a comprehensive examination and a problem oriented physical. The purpose of the course is to further develop the physician assistant students' clinical skills and prepare for the National Certification examination.

PA 6970 Applied Clinical Project I (1.0 Credit Hour, CR/NCR)

Preparation of a clinical project, under the supervision of a member of the PA faculty, which will be completed and presented in PA 6990.

PA 6980 Applied Clinical Project II (1.0 Credit Hour, CR/NCR)

Continuation of PA 6970.

PA 6990 Applied Clinical Project III (4.0 credit hours, CR/NCR)

In this course, the student presents the Clinical Project in partial fulfillment of requirements for the degree of Master of Science in Physician Assistant Studies.

PA 7010 Family Practice /Common Psychiatry (3.0 credit hours)

A clinical rotation that provides students with experience in a primary health care setting and will focus on medical and behavioral/psychiatric problems most commonly encountered by a family practitioner and certified physician assistant. Repeatable to a maximum of 15 credit hours.

PA 7030 Internal Medicine (3.0 credit hours)

A clinical rotation that provides students with the opportunity to diagnose, manage, and treat patients in an in/outpatient setting. The student will participate in the direct care of patients including initial interview, physical examination, hospital rounds, clinical conferences, and management decision sessions. Repeatable to a maximum of 12 credit hours.

PA 7040 Emergency Medicine (3.0 credit hours)

Students obtain experience in the management of acute medical and surgical care with an emphasis on the development of skills required to treat life-threatening illness and injury. Repeatable to a maximum of nine credit hours.

PA 7060 Pediatrics (3.0 credit hours)

Students gain knowledge in the care of infants and children, including an understanding of normal development, and the recognition and management of common childhood illness, immunization updates, and patient education opportunities. Repeatable to a maximum of six credit hours.

PA 7070 Obstetrics and Gynecology (3.0 credit hours)

Students learn about women's health issues: preventive care, prenatal care and post-natal care, current contraceptive technology, and medical therapeutics, which aid in the well-being of the female patient. Repeatable to a maximum of six credit hours.

PA 7080 General Surgery I (3.0 credit hours)

Students are involved in the direct care of patients undergoing surgery including both pre-surgical evaluation and post-surgical maintenance. Students may select either in-patient or outpatient surgical settings. Repeatable to a maximum of six credit hours.

PA 7130 Geriatrics (3.0 credit hours)

Students develop the ability to recognize, diagnose, and treat the most commonly encountered health conditions of a geriatric population. The students will be able to assess and treat chronic medical conditions in various stages of progression.

PA 7500 Extended Core Selectives (3.0 credit hours)

Students can pursue additional experience in a variety of clinical specialties and sub-specialties, or they can extend their knowledge by repeating one of the required clinical rotations up to the maximum limits permitted per lettered course. PA 7500 Extended Core Selectives that do not indicate that the course is repeatable can only be repeated with special approval of the Clinical Education Coordinator.

Course	Title	Repeatable?
PA 7500A	Orthopedics	Yes, 6 credit hour maximum
PA 7500B	Oncology	No
PA 7500D	Infectious Disease	No
PA 7500E	Cardiology	Yes, 6 credit hour maximum
PA 7500F	Cardiothoracic Surgery	No
PA 7500G	Urgent Care	Yes, 6 credit hour maximum
PA 7500J	Rheumatology	No
PA 7500K	Endocrinology	No
PA 7500L	Dermatology	Yes, 6 credit hour maximum
PA 7500M	Occupational Medicine	No

Course	Title	Repeatable?
PA 7500N	Trauma Surgery	No
PA 7500P	Psychiatry	Yes, 6 credit hour maximum
PA 7500R	Community Medicine	Yes, 6 credit hour maximum
PA 7500S	Neurology	No
PA 7500T	Critical Care	No
PA 7500Z	Other	Yes, only upon approval of PA department.

Honors and Awards

The following are presented at the Graduation Awards Ceremony:

- Alpha Eta Honor Society
- Andrea J. Reina Memorial Award
- Blake Award of Academic Excellence
- Class Award
- Class Morale Award
- Dean's Award
- Linda Fox Memorial Endowment Fund Award
- St. Martin Award
- The Bertha Oliver Memorial Award
- The Clymer Award for Academic and Professional Excellence
- The National Dean's List Nominations
- The President's Society Award
- Western University of Health Sciences Physician Assistant Service Award

Academic Calendar

Fall 2020	
August 3-7, 2020	Orientation/Welcome Week
August 8, 2020	Convocation/White Coat Ceremony
August 10, 2020	Fall Classes Begin (Year 1)
September 1, 2020	Fall Rotations Begin (Year 2)
September 7, 2020	Labor Day – No Classes*
November 11, 2020	Veterans Day – No Classes
November 25, 2020	Thanksgiving Recess Begins @ 5:00 p.m.*
November 30, 2020	Classes Resume
December 11, 2020	Last day of Lectures for Fall Semester (Year 1)
December 14-18, 2020	Finals Week
December 18, 2020	End of Fall Semester Classes (Year 1)
December 19, 2020	Winter Recess Begins (Year 1)
December 31, 2020	End of Fall Semester Rotations (Year 2)
Spring 2021	
January 1, 2021	Spring Rotations Begin (Year 2)
January 4, 2021	Spring Classes Begin (Year 1)
January 18, 2021	Martin Luther King Day – No Classes*
February 15, 2021	President’s Day – No Classes*
March 15, 2021	Spring Break Begins (Year 1)
March 22, 2021	Spring Classes Resume (Year 1)
April 30, 2021	Spring Rotations End (Year 2)
May 7, 2021	Last Day of Lectures for Spring Semester (Year 1)
May 10-14, 2021	Finals Week
May 19-21, 2021	College of Health Sciences Commencement Ceremony
May 14, 2021	End of Spring Semester Classes (Year 1)
Summer 2021	
May 1, 2021	Summer Rotations Begin (Year 2)
May 31, 2021	Memorial Day – No Classes*
June 1, 2021	Summer Classes Begin (Year 1)
July 3, 2021	Independence Day – No Classes*
July 26-30, 2021	Finals Week
July 30, 2021	End of Summer Semester Classes (Year 1)
July 31, 2021	End of Summer Semester Rotations (Year 2)

**Students in clinical rotations observe their preceptors hours, which may include working on federal holidays.*

The Physician Assistant Oath

I pledge to perform the following duties with honesty, integrity, and dedication, remembering always that my primary responsibility is to the health, safety, welfare, and dignity of all human beings:

I recognize and promote the value of diversity and I will treat equally all persons who seek my care.

I will uphold the tenets of patient autonomy, beneficence, non-maleficence, justice, and the principle of informed consent.

I will hold in confidence the information shared with me in the course of practicing medicine, except where I am authorized to impart such knowledge.

I will be diligent in understanding both my personal capabilities and my limitations, striving always to improve my practice of medicine.

I will actively seek to expand my intellectual knowledge and skills, keeping abreast of advances in medical art and science.

I will work with members of the health care team to assure compassionate and effective care of patients.

I will uphold and enhance community values and use the knowledge and experience acquired as a PA to contribute to an improved community.

I will respect my professional relationship with the physician and always act collaboratively, except where to do so would cause harm.

I recognize my duty to perpetuate knowledge within the profession.

These duties are pledged with sincerity and on my honor.