

Department of Physician Assistant Studies

UAMS

College of
Health Professions



Didactic Phase Manual Class of 2026

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Message from the Program Director

Welcome, Class of 2026!

Congratulations on your acceptance into the Physician Assistant Program at UAMS and welcome to the beginning of an amazing journey. It will be a difficult journey but one that will be steeped in memories of a lifetime.

You are about to embark on an adventure that will seem constantly uphill but will be extremely rewarding. You will be tested and pushed to limits that you did not realize you had. You will learn, however, an unbelievable amount of medical knowledge in a short period of time. You will appreciate what it means to make a genuine difference in the lives of people you care for. You will transition from a student into a medical provider who makes decisions as a professional. You will learn to work as a team with your classmates and depend on each other because you cannot make it through the program alone. You will learn that practicing medicine is not a privilege, it is an honor.

We realize you are all excited to be here, are nervous about what you do not know, and a bit terrified of the unknown. Each and every one of you were selected because of your potential to become a patient- and family-centered medical provider.

Perseverance, adaptability, responsibility, respect, professionalism, grit, and a positive attitude will be your keys to success in the program. You are not alone in this process. Welcome to your new PA Program family! We look forward to working with all of you and watching you transform into clinicians of whom we can be proud!

This Didactic Manual for the UAMS PA Program is designed to supplement the information presented in the UAMS Catalog. Please be aware that information provided in this Manual is subject to change. Changes in program policies and procedures may occur throughout the year. Students will be notified immediately if changes in policies or procedures occur.

Edward L. Williams, D.M.Sc, M.Ed., PA-C

Chair, Department of Physician Assistant Studies

Director, Physician Assistant Program

Assistant Professor

UAMS Physician Assistant Program Information



ARC-PA Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **University of Arkansas for Medical Sciences Physician Assistant Program** sponsored by the University of Arkansas for Medical Sciences.

Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

For further questions regarding the accreditation process, please contact the program or the Accreditation Commission on Education for the Physician Assistant (ARC-PA), 12000 Findley Road, Suite 150, Johns Creek, GA 30097. Telephone: (770) 476-1224.

Mission of the UAMS Physician Assistant Program

The mission of the UAMS PA program is to produce PA graduates who will practice transformative patient- and family-centered care with the highest professional standards in any community by:

1. Embracing cultural diversity
2. Collaborating effectively with all members of the health care team
3. Contributing to the PA profession through leadership, education, and service

Vision Statement of the UAMS Physician Assistant Program

The UAMS Physician Assistant program will lead the region in innovative physician assistant education, advancement of the profession, and transformative healthcare by embracing cultural humility and inclusivity, intentional patient and professional advocacy, and collaborative service.

Goals of the UAMS Physician Assistant Program

1. To provide a comprehensive, patient- and family-centered educational experience with emphasis on evidence-based medicine, clinical application of medical knowledge, effective communication skills, and life-long learning.
2. To promote an educational culture that values professionalism, diversity, inclusivity, and compassion.
3. To produce physician assistants who are prepared to practice in any discipline of medicine and in any health care environment.
4. To foster an atmosphere of interprofessional collaboration and engagement within the university, and communities across the State of Arkansas.
5. To produce practicing physician assistants who will improve access to healthcare for the residents of Arkansas.

Competencies for the Physician Assistant Profession

1. MEDICAL KNOWLEDGE

1. Recognize normal and abnormal health states across the lifespan (NG 1.1)
2. Discern among acute, chronic, and emerging disease states. (NG 1.2)
3. Determine differential diagnoses, order, and interpret diagnostic studies, perform necessary clinical procedures, diagnose, treat, and manage illnesses. (NG 1.5)

2. INTERPERSONAL AND COMMUNICATION SKILLS

1. Understand the role of structural disparities in causing illness. (NG 2.4)
2. Provide effective, equitable, understandable, respectful, and quality care that displays cultural humility and is responsive to diverse health beliefs and practices, preferred languages, health literacy, and other communication needs. (NG 3.6)
3. Organize and communicate information with patients, families, community members, and health team members in a form that is understandable, avoiding discipline-specific terminology when possible and checking to ensure understanding. (NG 3.7)

3. PATIENT-CENTERED CARE

1. Recognize the potential impacts of social determinants of health, biology, and genetics on patients and incorporate them into decisions of care. (NG 2.2)
2. Gather accurate and essential information about patients through history taking, physical examination, and diagnostic testing. (PAP 3.1)
3. Develop, implement, and monitor the effectiveness of patient-centered management plans. (PAP 3.4)

4. PROFESSIONALISM

1. Articulate standard of care practice. (NG 5.1)
2. Reflect on personal and professional limitations in providing care. (NG 2.7)
3. Demonstrate respect for the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care. (NG 5.5)
4. Demonstrate commitment to personal wellness and self-care that supports the provision of quality patient care. (PAP 5.8)

5. SYSTEMS-BASED PROCESSES

1. Recognize financial implications to the provision of healthcare. (NG 6.1)
2. Appreciate the value of team-based care and the collaborative physician/PA relationship. (NG 6.3)
3. Understand different types of health systems, funding streams, and insurance, including the role of Medicare and Medicaid as payors. (NG 6.4)

NG: Core Competencies for New Physician Assistant Graduates (2019) PAP: Competencies for the PA Profession (2021)

Resources:

- <https://www.aapa.org/wp-content/uploads/2017/02/PA-Competencies-updated.pdf>
- <https://paeaonline.org/our-work/current-issues/core-competencies>

Roles of a UAMS Physician Assistant Graduate

1. Possess comprehensive medical knowledge and skills to practice medicine with a supervising physician in urban or rural areas in primary care or in any discipline of medicine.
2. Possess and utilize solid verbal and non-verbal communication skills to elicit information from patients and family in order to treat the entire patient and not just the disease process.
3. Perform a thorough, complete, and problem-oriented physical examination of a patient.
4. Order and interpret laboratory studies and diagnostic tests to better determine the appropriate management of a patient.
5. Formulate a differential diagnosis to accurately diagnose and manage a patient.
6. Manage acute illnesses and chronic medical diseases of a patient by writing prescriptions, writing inpatient orders, referring patients to medical specialists for consults or appropriate counseling.
7. Perform patient education of patients and family members to improve health outcomes of the patient.
8. Have ability to perform a wide array of clinical procedures to include but not limited to venous and arterial puncture, IV access, lumbar puncture, suturing, skin biopsies, joint injections.
9. Practice evidence-based medicine with patient care to keep abreast of current medical practices.
10. Embrace diversity by being culturally aware of patient differences that influence health care and apply that cultural knowledge and skill to better care for diverse patient populations.
11. Appropriately document medical information to decrease the occurrence of medical errors in medicine.
12. Apply preventative strategies to patient care to improve the overall health of patients and prevent many chronic diseases from occurring.
13. Be involved in advocacy for the profession by educating patients and the community about the responsibilities and function of a physician assistant.
14. Maintain a level of professionalism, ethics, integrity, and excellence that represents UAMS and the medical community.

Required Technical Standards

Technical Standards in physician assistant education establish the minimal physical, cognitive, emotional, behavioral, and social skills needed to reasonably assure that a student could successfully complete the entire didactic curriculum and can competently participate in and complete the clinical phase of the program. Students accepted into the program must have a thorough understanding of the technical standards and acknowledge that they have the ability to complete the technical standards before matriculation into the UAMS Physician Assistant Program. After students have enrolled in the program, the Progress and Advancement Committee will continually monitor each student for compliance with the technical standards. Students must develop the necessary knowledge and skills to effectively function as a medical provider in a wide variety of clinical situations and environments. Therefore, there are certain minimum technical standards for physician assistants and physician assistant students that must be met by applicants and students, with or without reasonable accommodation.

All students enrolled in the UAMS Physician Assistant Program must possess the following abilities and skills:

Observation

1. Observe demonstrations and participate in classroom, laboratory, and clinical instruction.
2. Accurately observe a patient for verbal, behavioral, and physical signs at a distance and at close proximity utilizing vision, hearing, and other sensory abilities.

Communication

1. Effectively speak, hear, and observe patients in order to elicit a history from a patient and accurately relay the information to other health care providers in oral, written and electronic communication.
2. Perceive non-verbal patient communication and describe changes in mood, posture, and activity.
3. Effectively, sensitively, and compassionately communicate with patients, family members, and other health care providers both orally and through written communication.

Sensory and Motor Coordination

1. Sufficient motor and sensory function to elicit information from palpation, auscultation, percussion, and performing specific diagnostic procedures.
2. Sufficient motor function to effectively provide basic medical care and emergency management for patients such as airway management, catheter placement, advanced cardiac life support, etc.
3. Utilize and manipulate instruments and medical equipment effectively to perform laboratory tests, clinical procedures, and surgical procedures required to successfully complete components of the didactic and clinical curriculum (ex. stethoscope, suturing, surgical assisting, lumbar puncture, etc.). These skills require coordination of gross and fine motor skills, equilibrium, vision, hearing, and touch.
4. Possess physical stamina sufficient to complete intensive didactic and clinical training, which may include 50-pound weight limit, prolonged periods of sitting, standing, holding instruments or rapid ambulation.

Intellectual

1. Obtain, interpret, analyze, integrate, summarize, and apply information from direct observation, oral and written communication, medical literature, and diagnostic information. Clinical reasoning and problem solving are essential skills for physician assistants.
2. Elicit and interpret information from medical histories, medical records, physical examinations, labs, and diagnostic tests and then formulate a differential diagnosis, diagnosis, and management plan for patients in an efficient and effective manner in potentially rapidly changing and unpredictable environments.

3. Demonstrate appropriate judgment and time management in patient care.

Behavioral and Social Attributes

1. Possess maturity, professionalism, integrity, responsibility, and genuine concern for others. Be able to exercise sound judgment in all aspects of medical care to assure the highest quality of patient care and continuity.
2. Possess interpersonal skills to positively interact with patients, family members, health care providers and the community from all cultural backgrounds and beliefs including but not limited to race, ethnicity, socioeconomic status, gender, age, faith, sexual orientation, and disability.
3. Possess the emotional health to effectively develop compassionate relationships, diagnose disease, and manage patient care. Students must be able to tolerate physical, mental, and emotional stress in training and continue to function effectively under stressful and/or emergent situations.
4. Adapt to changing environments, understand limitations, utilize supervision appropriately, and have the ability to perform independently when indicated.
5. Accept constructive criticism and respond to the situation by appropriately modifying verbal and non-verbal behavior.

In addition to the above technical standards, they are also required to master effective communication techniques, physical examination skills, technical clinical procedures, and advanced cardiac life support during the didactic phase of the program.

Technology Requirement

Accepted applicants should possess a basic understanding of the use of Microsoft Word and PowerPoint. The PA Program requires students to obtain a laptop computer with defined specifications prior to enrollment.

GENERAL: The PA Program's computer specifications are not based on specific manufacturers or brands but upon the ability to access and run core programs and databases utilized throughout the curriculum. As a guideline, the following represents the minimum specifications (apply these criteria or better):

Desktop/Laptop/Netbook (required):

Windows PC running Windows 10 or newer

Apple running MacOs 10.12 (recommended 10.14 or newer)

1 GB Ram

Screen resolution 1024 x 768

Tablet (optional):

Apple iPad 4th Generation running iOS 8

Windows tablet PC running Windows 10

Android tablet running Android 5.0

REQUIRED:

- All incoming PA students must have a computer capable of accessing the internet via Wi-Fi and running the current version of any of the following internet browsers: Chrome or Firefox
- The student's computer must be able to access and run the current versions of the following computer programs: Exam Master® Academic Manager (**does not support Safari browser**), EXXAT, Blackboard Learning Management System, Microsoft Office (Word, PowerPoint), and RPNOW Respondus.
- In addition, a handheld device such as a "smart" phone, or tablet, will be required for the clinical phase of the program. More information about the requirement will be provided to accepted applicants. The PA Program is striving to be as "paperless" as possible.

RECOMMENDED:

- Students spend most of their didactic day utilizing their personal devices. Please consider the size of the display, keyboard, and battery capacity, not just in terms of portability but also in ergonomics and usability.
- Lecture material is presented in electronic format during the didactic year, and files may be large. If students desire to retain an electronic copy of these lectures, consider storage such as an external hard drive, flash drive, or cloud storage.

The UAMS Academic Affairs Educational and Student Success Center provides assistance with students' laptops and mobile devices. A Library and ESSC Systems Support Technician is available to assist with various technology issues, from connecting to the wireless network to troubleshooting possible software issues. The specialist is located on the 3rd floor of the Library (ED II 3/110) from Monday through Friday from 7:30 to 4:30 PM. Assistance is also available remotely. You can email him at CDWebb2@uams.edu or book an appointment at <https://outlook.office365.com/owa/calendar/ITSupportCalvinWebb@uams.edu/bookings/>.

Tuition Discount Policy

Physician Assistant education is a professional graduate education program and will not participate in the tuition discount for full-time employees. At UAMS, dependents and spouses of faculty and staff are eligible for a tuition discount for undergraduate courses but not graduate level courses.

Tuition and Fees for UAMS Physician Assistant Program				Class of 2026				
UAMS PA Program is a fixed tuition for the entering Cohort Class of 2024 - 2026 . Tuition may change for each entering cohort but will remain fixed for each semester for that cohort.								
TUITION	Summer 2024	Fall 2024	Spring 2025	Summer 2025	Fall 2025	Spring 2026	Summer 2026	Total
In State Tuition	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$46,669
Out of State Tuition	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$73,500
UNIVERSITY COLLEGE FEES *								
UAMS Student Health Fee	\$145	\$145	\$0	\$145	\$145	\$0	\$145	\$725
UAMS Student Activity Fee	\$0	\$25	\$25	\$0	\$25	\$25	\$0	\$100
UAMS Technology Fee	\$0	\$118	\$118	\$0	\$118	\$118	\$0	\$472
UAMS University Services Fee	\$0	\$476	\$476	\$0	\$476	\$476	\$0	\$1,904
UAMS Graduation Fee	\$0	\$0		\$0	\$0	\$65	\$0	\$65
UAMS Parking/Transportation Fee	\$78	\$78	\$78	\$78	\$78	\$78	\$78	\$546
PA PROGRAM FEES								
Standardized Patient Fee	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$595
PA Laboratory Fee	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$1,575
Diagnostic Equipment	\$1,200	\$0	\$0	\$0	\$0	\$0	\$0	\$1,200
PACKRAT Examination	\$0	\$0	\$0	\$40	\$0	\$0	\$40	\$80
TOTAL TUITION (IN STATE) AND FEES	\$8,400	\$7,819	\$7,674	\$7,240	\$7,819	\$7,739	\$7,240	\$53,931
TOTAL TUITION (OUT OF STATE) AND FEES	\$12,233	\$11,652	\$11,507	\$11,073	\$11,652	\$11,572	\$11,073	\$80,762
Additional Estimated Expenses								
Laptop Computer	\$1,300	\$0	\$0	\$0	\$0	\$0	\$0	\$1,300
Textbooks	\$734	\$869	\$490	\$270	\$108	\$0	\$0	\$2471
Student Health Insurance **	\$1607	\$0	\$0	\$1607	\$0	\$0	\$400	\$3612
Initial Background Check/Drug Screen ***	\$88.00	\$0	\$0	\$0	\$0	\$0	\$0	\$88.00
TOTAL ESTIMATED EXPENSES (IN STATE)	\$12,129.00	\$8,688	\$8,164	\$9,117	\$7,927	\$7,739	\$7,640	\$61,404.00
TOTAL ESTIMATED EXPENSES (OUT OF STATE)	\$15,962.00	\$12,521	\$11,997	\$12,950	\$11,760	\$11,572	\$11,473	\$88,235.00
* University College Fees: University, College and Physician Assistant Program Fees are Subject to Change.								
** Student Health Insurance: Students enrolled at UAMS are required by the University of Arkansas Board policy (Policy 1260.1) to have health insurance coverage at all times.								
*** Initial Background Check/Drug Screen: Additional background checks and drug screens will be \$25 if warranted by the clinical sites or the program.								

UAMS Physician Assistant Program Policies and Procedures



Refund of Tuition for Physician Assistant Program

Students Withdrawing from UAMS – Non-Financial Aid Recipients

The refund amount for students withdrawing from UAMS shall be based on the following schedule. The schedule applies to both tuition and University/College fees paid. PA Program fees are non-refundable.

Refund for Tuition and Fees Only:

1-5 Class Days: 100%

6 – 10 Class Days: 50%

11th Class Day and after: 0%

Students Withdrawing from UAMS – Financial Aid Recipients

According to Federal Regulations, a Title IV Return of Funds calculation will be processed for those students who withdraw after receiving federal financial aid (Pell Grant, SEOG, subsidized Stafford Loan, unsubsidized Stafford Loan, parent PLUS loan or Perkins). The calculation is based on the number of days the student attended divided by the number of days in the term. The results of the calculation determine how much financial aid the student has earned. After 60% of the term has passed, the student is considered to have earned 100% of his/her aid. If the student has not earned 100% of his/her aid, the portion of the “unearned” aid is returned to the Title IV programs stated above. After the Return of Title IV financial aid calculation is processed, a student may owe a balance to UAMS. It is the student’s responsibility to arrange for payment of the balance with the Bursar’s Office. Housing refunds for students who withdraw shall be subject to the rules established by Campus.

Final Official Transcript Requirement

Official transcripts with all completed outstanding pre-requisite coursework and degree confirmation must be sent directly from the school to the CHP Welcome Center at least one week prior to matriculation into the program. Final official transcripts already submitted through CASPA do not need to be re-submitted to the CHP Welcome Center.

Advanced Standing

The UAMS PA Program does not grant advance standing to any applicant admitted to the program. No didactic or clinical phase courses will be waived and no transfer credit for any previous coursework will be permitted even though it may be similar or identical to coursework in the PA Program. All courses in the curriculum are designated as required and must be completed by every student enrolled.

Employment While Enrolled in PA Program

The PA Program is an intensive full-time program with heavy academic demands and should be viewed as a full-time job. Employment, defined as any position requiring the filing of taxes on the income received for services rendered, even part-time, while enrolled as a PA student in the didactic or clinical phase of the program creates undue stress and is not permitted by the program. Similarly, concurrent enrollment in another educational program is also not permitted due to the academic demands placed on the students while enrolled in the program. PA Students are not permitted to work as student workers for the Department of Physician Assistant Studies while enrolled in the PA Program; however, employment as a peer tutor through the UAMS Educational and Student Success Center may be permitted. In rare circumstances, exceptions to these policies may be considered and require prior approval by the P & A Committee.

Substituting as Instructional Faculty

PA students are not permitted to function as faculty members and provide instruction in the program. PA students that have advanced training in specific areas may assist faculty members in the laboratory setting but are not permitted to grade proficiency tests in those areas.

Background Check

All accepted applicants must consent to a criminal background check and drug screen prior to matriculation. Background checks and drug screens are required by most clinical sites during the didactic and clinical phase of the program. Matriculation into the PA Program is contingent upon acceptable background check and drug screen results. Adverse results of a background check will be considered on an individual basis and may result in an inability to matriculate into the program. Clinical sites may require additional or updated background checks.

In that event, the costs of those additional or updated background checks or drug screens are the sole responsibility of the student. The PA Program strives to provide a professional environment that is safe and drug-free for our students, faculty, staff, and patients. The PA Program prohibits the possession, use, solicitation or sale of illicit substances or prescription medications by students. The program also prohibits students from being impaired or intoxicated by alcohol or prescription medication while on university premises or at clinical sites. To ensure drug-free educational and clinical experiences, all accepted applicants must consent to a drug screen prior to matriculation. Enrolled students will also be randomly drug tested throughout the enrollment in the program. In addition, clinical affiliates may require drug screening prior to accepting students for specific clinical rotations. Students who refuse random drug testing or drug testing required by clinical affiliates will be subject to disciplinary action, which may lead to dismissal from the program. All costs associated with drug testing are the responsibility of the student.

NOTICE REGARDING DRUG TESTING AND CRIMINAL BACKGROUND CHECKS

A critical part of health professions education involves learning experiences in hospitals and other health care facilities. Use of these facilities for instruction is essential, and students must be able to complete their assigned rotations. Many hospitals and other health care facilities have policies requiring drug testing and/or criminal background checks for employees, students, and volunteers. Facilities that provide instruction to College of Health Professions students may have, or may adopt in the future, drug testing and/or criminal background check policies. Some facilities stipulate that students who test positive for drugs, or who have certain types of information in their criminal background checks, are ineligible to work in that facility.

Because the use of these health care facilities is part of the curriculum and essential to health professions education, students should be prepared to comply with the policies and procedures at any facility where they engage in rotations or other learning experiences. Students may not request facility assignments in an effort to avoid criminal background checks or drug screening requirements. Students may not refuse to participate in educational activities at these facilities because they do not want to submit to drug testing and/or criminal background checks. Students who fail to attend assigned activities, or who are terminated from rotations in these facilities because they violate the drug testing or drug use policies of the facilities, or who are found to have objectionable information in their criminal background checks, will be unable to complete the college requirements for graduation and will be subject to dismissal from the College of Health Professions on academic grounds.

BACKGROUND CHECKS FOR APPLICANTS AND STUDENTS

Purpose

The purpose of this policy is to establish guidelines and procedures for conducting criminal background check(s) for applicants who have been offered admission or students enrolled in the PA Program.

Rationale

The policy is adopted because it is incumbent on the CHP and PA Program to: (a) meet contractual obligations contained in affiliation agreements between the college and clinical education affiliates, (b) exercise due diligence and assess the qualifications of all individuals who may have contact with patients and/or research participants, (c) ensure compliance with clinical education affiliate standards and regulations pertaining to human resource management, and (d) meet public demands for greater diligence in light of the national reports on injury and deaths resulting from medical malpractice and medical errors.

Applicability

This policy applies to all applicants who have been offered admission to the program and enrolled students who may be required to obtain additional background checks following matriculation.

Policy

Applicants or students must obtain a criminal background check from a vendor approved by the PA Program, College of Health Professions, the University of Arkansas for Medical Sciences, or the University of Arkansas System. Results of the background check must be deemed satisfactory as a condition of the student's admission or continuation in the program.

An offer of admission will not be final until the completion of the background check with results deemed satisfactory. Admission may be denied based on the results of the background check. Only students with satisfactory results will be allowed to register for classes.

At times, a currently enrolled student may be required to obtain an additional background check for a variety of reasons, e.g., clinical affiliate requirements, contradictory findings from a clinical affiliate's background check, suspicion or reports of violation of laws, etc. In those instances, currently enrolled students will be barred from participating in clinical education experiences at clinical affiliates until a background check clearance is obtained. Failure to obtain an additional background check may be cause for suspension or dismissal from the program.

Scope of Background Checks

Background checks typically include the following criteria and cover the past seven years:

- Social Security Number verification
- Criminal search, including felonies, Class A, Class B, and Class C misdemeanors (7 years)
- Violent Sexual Offender and Predator Registry search
- Office of the Inspector General (OIG) List of Excluded Individuals/Entities
- General Services Administration (GSA) List of Parties Excluded from Federal Programs
- U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN)
- Applicable State Exclusion List

(Note: The time period and the types of searches are subject to change without notice. Changes will be approved by the College of Health Professions Executive Committee.)

Timing of the Background Checks

An applicant offered admission must obtain a background check prior to enrollment into the degree program. Background checks must be completed within 45 days prior to matriculation.

Cost of Background Checks

The applicant or student will pay the cost of required background checks.

Period of Validity

A background check is honored for the duration of enrollment if the student is continuously enrolled. A student who has a break in enrollment is required to complete a new background check. A break in enrollment is defined as non-enrollment of at least one semester in the approved curriculum of the certificate or degree program. An officially approved leave of absence is not considered a break in enrollment.

Significant Findings in Background Checks

Re-verification – An applicant or student has the right to request that the vendor who performed the background check re-verify that the background check is correct. Any costs associated with the re-verification will be paid by the applicant or student. The college may require the applicant or student to produce additional documentation to verify or re-verify findings.

Evaluation of Significant Findings – If significant findings are reported in a background check, the applicant or student may be referred to the specific program or discipline’s professional licensing board to obtain clearance. The College of Health Professions will concur with the licensing board’s decision.

The dean or dean’s designee will review the findings in consultation with the department chair and make a recommendation to the program’s admission committee as to whether the applicant should be admitted or the student should be allowed to participate in clinical education experiences.

False or misleading information supplied by the applicant or student, or omission of required information with regard to a background check, will result in (1) rescindment of an offer for admission or (2) dismissal from the certificate or degree program.

Adverse Actions Based on Background Checks – Consistent with the Fair Credit Reporting Act, if an applicant is denied admission or if an adverse action is taken against an enrolled student, based on findings of a background check (e.g., denial of participation in clinical education experiences, dismissal, or suspension), the applicant or student will be informed: (1) how to obtain a copy of the background check report, (2) how to contact the vendor to challenge the accuracy of the report, and (3) that the vendor was not involved in the decision that resulted in the adverse action.

Appeal Procedures for Enrolled Students – Ordinarily, a student who is unable to complete clinical education experiences will be unable to complete the certificate or degree program, and the student may withdraw or be dismissed from the program. Therefore, a student who is denied participation in clinical education experiences because of significant findings on a background check may request consideration following the College of Health Professions Grievance Procedures.

Deferred Matriculation or Participation – If a background check reveals matters that may be cleared by the applicant or student, matriculation or continuation in the certificate or degree program may be deferred up to one year while the matter is being resolved.

Approved Vendor(s)

Background checks must be conducted by a vendor approved by the College of Health Professions, the Department of Physician Assistant Studies, the University of Arkansas for Medical Sciences, or the University of Arkansas System. Background check reports from other sources will not be accepted.

Confidentiality and Disposition of Background Check Reports

Background check reports are maintained securely, confidentially, and separately from other academic files in the office of the dean for a period of time established by guidelines or policy.

PA Program Drug Testing

The PA Program strives to provide a professional environment that is safe and drug-free for our students, faculty, staff, and patients. The PA Program prohibits the possession, use, solicitation or sale of illicit substances or prescription medications by students. The program also prohibits students from being impaired or intoxicated by alcohol or prescription medication while on university premises or at clinical sites. To ensure drug-free educational and clinical experiences, all accepted applicants must consent to a drug screen prior to matriculation that will be conducted through a vendor designated by the program. Enrolled students may be subject to drug testing throughout enrollment in the program if students are suspected of impairment due to substance abuse. In addition, students are subject to the policies and procedures of the clinical affiliates, which may include drug screening prior to accepting students for specific clinical rotations, as well as random drug screens. Students who do not consent to pre-matriculation drug testing will not be permitted to enroll in the program. Students who refuse drug testing required by clinical affiliates will be subject to disciplinary action, which may lead to dismissal from the program. All costs associated with drug testing are the responsibility of the student.

Student Medical Malpractice Insurance

All students enrolled in the program are required to be covered for professional liability through the approved UAMS policy at no charge to the student.

PA Program Course Load

The PA Program academic course load will range from 18 to 21 credits per semester during the didactic phase of the program and from 15 to 20 credits per semester during the clinical phase of the program. This is an exemption from the CHP course load limit published in the UAMS catalog.

Requirements for Graduation

In order to graduate from the program, every student must meet the following requirements:

1. Satisfactory completion of the Master of Physician Assistant Studies Curriculum (128 credit hours) with all required coursework with a passing grade of C or better in each course. One unsatisfactory course grade of grade D with documented remediation may be accepted with consent of the Progress and Advancement (P & A) Committee.
 - a. A student receiving a course grade of F or more than one course grade of D during enrollment in the PA Program will not be eligible for graduation.
 - b. All courses in the PA Program are required and must be taken by every student. There is no advanced standing granted in the program.
 - c. No advanced credit for any previous course work will be accepted even though it may be similar or identical to course work in the program.
2. All clinical rotations are required courses and must be completed by every student.
3. Demonstration of a PA Program cumulative grade point average of 2.75 on the 4.0 scale at time of graduation.
4. Demonstration of an overall satisfactory rating on the Professionalism Evaluation throughout enrollment in the PA Program.
5. Demonstration of a grade of Satisfactory on all non-letter graded academic requirements for the program.
6. Demonstration of a grade of Satisfactory on the Summative Evaluation, which assesses student medical knowledge and clinical skills.
7. Completion of all Interprofessional Education (IPE) Milestones, as required by the University.
8. Payment in full of all financial obligations to the University.

9. Required attendance at the CHP Hooding Ceremony, University Commencement Ceremony, and the PA Valediction Ceremony. In rare extenuating circumstances, exceptions may be considered and require approval from the P & A Committee.
10. Recommendation for graduation by the P & A Committee of the PA Program with final confirmation by the Program Director.

Standards of Academic Progress

Every PA student must satisfactorily complete all four categories of Academic Standards each semester and cumulatively in order to remain in good standing while enrolled in the PA Program. Students who do not meet the below criteria will be discussed at the P & A committee meeting for decision regarding continuation in the program.

1. PA Program Semester and cumulative grade point average (GPA) – Students must maintain a semester and cumulative GPA of 2.75 on a 4.0 scale throughout the didactic and clinical phases of the PA Program. GPAs falling below a 2.75 will be considered unsatisfactory.
2. Letter grade of C or better for all required coursework – Students must obtain a minimum letter grade of “C” in all didactic and clinical coursework in the PA Program. Any grade below “C” will be considered unsatisfactory.
3. Students must obtain a satisfactory evaluation on all required non-letter graded assignments, projects, practical examinations, and reflections.
4. Students must maintain a satisfactory rating in all categories of the Professionalism Evaluation at the end of every didactic semester and every clinical rotation.

The PA Program is a lock-step curriculum with sequenced courses, which build upon the knowledge and skills mastered in previous courses. Students must successfully complete all required coursework and assignments in sequence to progress successfully throughout the didactic curriculum. In extenuating circumstances, a student may be given an “incomplete” for a specific didactic course and allowed to progress to the next didactic semester at the discretion of the P & A Committee. Students will not be allowed to advance to the clinical phase of the program until all grades of “incomplete” in didactic courses are resolved.

Didactic Phase Remediation

The PA Program faculty advisors continually monitor and document student academic progress to identify deficiencies in knowledge or skills and establish means for remediation. Students concerned about their academic progress may request an additional advising session with their faculty advisor at any time to address their concerns.

The PA Program also conducts formal reviews of grades and academic progress. For any areas of academic concern, the faculty advisor and student develop an initial plan of action.

Exam Content Remediation: To ensure physician assistant students are applying and retaining all necessary information to practice clinically and to successfully pass the PANCE, the program requires remediation of any course exam grade that falls below a 75.0%. The remediation plan includes completion of the Exam Remediation form, mandatory exam review, completion of the Error Analysis Worksheet, meeting with the course director to review content gaps, and reassessment of exam material. Students are also required to submit the Exam Remediation form within 48 hours of the exam grade being posted. The exam remediation form tracks the student’s steps through the remediation process and requires a brief reflection. The Error Analysis form is completed during the exam review.

To help adjust and adapt to the rigorous and demanding curriculum, the student will also meet with the Learning Specialist in the Education and Student Success Center to discuss the results of the Exam Error Analysis Worksheet and the reflection section of the Exam Remediation form as well as plan action items to prevent further need for remediation. The student will be required to meet with the ESSC Learning Specialist as follows:

- During Summer 1 semester, the student will meet with the ESSC Learning Specialist after every exam grade that falls below 75%.
- Fall 1, Spring 1, and Summer 2 semesters: the student will meet with the ESSC Learning Specialist after the first exam in each course that falls below 75%. The student is encouraged to continue to meet with the Learning Specialist but is not required unless directed to by the course director or their advisor.

Reassessment of exam material will NOT be a retake of the same exam questions but rather a new assessment at the discretion of the course director based on the analysis of the student's performance. A meeting with the course director should occur within 1 week after receiving the grade to schedule the reassessment, which may include a variety of assessment tools. If the student fails to successfully complete remediation plans, a Professionalism Evaluation will reflect an unsatisfactory performance.

If a student receives a 75.0%-79.99% on an exam, they may be required to meet with the course director to develop a remediation plan based on the gaps in content knowledge. This is assessed at the course director's discretion. A student is required to submit an Exam Reflection within 48 hours of the exam grade being posted if their score is in the 75.0%-79.99% range. A required meeting with the course director and Learning Specialist is not required but encouraged.

For remediation of practical skills, such as the Physical Assessment Practical Examinations, the evaluating faculty will provide an initial, individualized plan for remediation. It should be noted that to remediate an exam is NOT equal to receiving academic probation, which is discussed later in this manual. Furthermore, the original grade will not be changed from the reassessment and will count as the student's score for that assignment in the class.

Skills or Professionalism Remediation: If a student receives an unsatisfactory on non-letter graded assessment, such as a Didactic Phase OSCE or a Professionalism Evaluation, the evaluating faculty in conjunction with the P & A Committee will provide an individualized plan for remediation of professionalism or skills deficiency.

EVALUATION OF STUDENT PERFORMANCE BY PROGRESS AND ADVANCEMENT COMMITTEE

The University of Arkansas for Medical Sciences Physician Assistant Program is responsible for educating students, evaluating performance, determining competency, and assessing professionalism. The PA Program Progress and Advancement (P & A) Committee meets at the conclusion of every semester and at additional times, if warranted, to evaluate the capacity of the students and recommend whether each student should continue in the program. The committee consists of the Program Director, Associate Program Director, Medical Director, and principal faculty. The committee reserves the right and has the responsibility to recommend a warning, probation, or dismissal from the program for academic deficiencies including unsatisfactory academic progress unsatisfactory clinical performance, impaired mental or physical health, or failure to comply with university, college, clinical affiliate, or department policies and requirements. If at any time during the didactic or clinical phase of the program a student is recommended for academic warning, probation, or dismissal, the student shall be notified in writing of reason for such action by the Program Director. The program reserves the right to impose more stringent requirements beyond the minimal provisions for the College as a whole.

Academic Warnings/Probation/Dismissal

Students may receive a written academic warning, academic probation, or academic dismissal notification from the Progress and Advancement (P & A) Committee, when warranted. The student will receive written notification from the Program Director within 1 week after the P & A Committee convenes.

ACADEMIC WARNING

- A written warning signifies that a student's course grades, semester/cumulative GPAs, or performance are nearing probationary status as outlined below: Borderline unsatisfactory required non-letter graded assignments or practical exams.
- An unsatisfactory evaluation on an end of semester or end of clinical rotation Professionalism Evaluation.
- Continued unprofessional behavior despite an initial verbal warning from faculty regarding a documented professionalism issue.
- Unprofessional behavior without prior warning in extenuating circumstances.

If a student receives a written warning for academic performance or professionalism concerns, it may be accompanied by a recommended plan for improvement that includes specific actions recommended by the program.

ACADEMIC PROBATION

Will automatically occur if:

- Semester GPA falls below 2.75 on a 4.0 scale
- PA Program cumulative GPA falls below 2.75 on a 4.0 scale
- Student receives a letter grade of "D" for a course.

May occur at the discretion of the P & A Committee in the following instances:

- Student receives an unsatisfactory on a required non-letter graded assignment/practical exam.
- One egregious unsatisfactory mark or multiple unsatisfactory marks on the end of semester or end of clinical rotation Professionalism Evaluation.
- Professionalism concern at any time during the semester if warranted.

A student will be allowed only one Academic Probation during enrollment in the PA Program. Any circumstance warranting a second Academic Probation may result in Academic Dismissal from the program at the discretion of the P & A Committee.

The period of Academic Probation will be determined by the P & A Committee. Academic Probation will include a minimum of one semester immediately following the inciting event; however, certain circumstances may warrant immediate probation with a total probationary period lasting longer than one semester as determined by the P & A Committee. During the probationary period, the student must be enrolled in the required sequenced course work in the PA Program. If the student on Academic Probation receives an additional unsatisfactory in any of the four categories of academic progress, the student may receive a dismissal from the program. If the student who is on Academic Probation receives a satisfactory in all four categories of academic progress, the student may be removed from academic probation by the P & A Committee for the following semester. Students on Academic Probation will also be required to complete a remediation process as determined by part of the committee.

NOTIFICATION OF ACADEMIC WRITTEN WARNING OR PROBATION

A student receiving a written Academic Warning or one who is placed on Academic Probation by the P & A Committee will be informed of this action in writing by the Program Director. The letter will clearly outline specified reasons for the warning/probation, and required actions and timeline for student to meet the requirements. The students must acknowledge receipt of this warning/probationary letter and express understanding of the reasons for the

warning/probation and required actions and timeline for compliance. The student is required to sign and return the probationary letter to the Program Director within five business days to avoid further disciplinary action.

REMEDATION FOR ACADEMIC PROBATION

If a student is placed on Academic Probation by the P & A Committee, the Committee will recommend continued remediation for the student. Depending on the reason for academic probation, an individual plan will be developed for each student on probation by the P & A Committee, faculty advisor, Education and Student Success Center Learning Specialist, and Program Director. The plan may include repeating specific courses, repeating semesters, repeating an entire year, reapplying for admission, or permanent dismissal from the program. The P & A Committee will render the recommendation based upon overall quality of student performance and individual circumstance. Failure to successfully complete the remediation process may result in dismissal from the program at the discretion of the P & A committee"

ACADEMIC DISMISSAL

- Will automatically occur without probation if a student receives a letter grade of "F" for a course.
- Will automatically occur without probation if a student receives more than one course grade of "D" in the same semester during enrollment in the PA program.
- May occur if a student who has previously received an Academic probation, falls below the required semester or cumulative GPA or receives a letter grade of "D" in a course.
- May occur if a professionalism circumstance, outside the scope of the CHP Student Code of Conduct policy, warrants Academic Probation for a student already on Probation.
- May occur for an egregious professionalism circumstance, outside the scope of the CHP Student Code of Conduct policy, if warranted by the P & A Committee at any time during the semester.

A student being recommended for Academic Dismissal by the P & A Committee will be notified and have the opportunity to meet with the P & A Committee before the final decision is rendered. The decision is rendered final when the Program submits final grades to Registrar by Program deadlines. A student that receives an Academic Dismissal will not be allowed to continue in the UAMS PA Program.

ACADEMIC APPEALS POLICY

The purpose of academic appeals is to provide students with an objective hearing of a wide range of issues related to the students' professional education. The appeal procedures outlined in the UAMS Catalog provide opportunities for students to request a review of recommendations and decisions made by the department faculty or the PA Program Progress and Advancement Committee, submit information not previously available to the faculty, or suggest alternative remedies.

These procedures apply to circumstances and events related to the students' education programs, including academic issues and professional conduct or judgment. Policies and procedures for scholastic dishonesty or other non-academic disciplinary matters differ from these procedures and are addressed in procedures and regulations in the UAMS catalog. Established school or program policies themselves cannot be appealed.

This section is in reference to the UAMS Catalog. Please refer to the UAMS Catalog for more information of the Academic Appeals Policy process.

RE-APPLICATION TO THE PA PROGRAM AFTER ACADEMIC DISMISSAL

Students that receive a dismissal from the PA Program for any academic circumstance may re-apply for admission into the program. If the dismissed student is selected for re-admission, he/she/they must re-enter with the new matriculating cohort and enroll in all coursework despite previous adequate performance in those courses. The student re-entering the program will not be given grade forgiveness and will re-enter with the previously standing cumulative GPA at time of dismissal. The re-admitted student must maintain a semester GPA of 2.75 on a 4.0 scale and must continuously trend the cumulative GPA upward towards a 2.75 on a 4.0 scale. The student must achieve a cumulative GPA of 2.75 or greater to meet graduation requirements. The re-admitted student must meet all other programmatic requirements regarding academic performance and professionalism as stated elsewhere in this manual.

SUSPENSION

If in the judgment of a principal faculty member of the Physician Assistant Program, a situation has or may imminently occur that could seriously jeopardize the safety of the student, patients, other students, the PA Program or Clinical Affiliates, the Program Director may immediately suspend the student from further program related activities for a period no longer than 48 hours (excluding weekends). The Program Director may consult with the Associate Dean for Academic Affairs for the College of Health Professions and may extend the suspension until a complete investigation or resolution has been reached. If the Program Director, in consultation with a Clinical Affiliate determines that the student is unable to participate in the clinical phase of the program without potentially endangering the safety of patients, health care providers, or staff members, the student case will be immediately referred to the Progress and Advancement Committee for further recommendation, which may include dismissal from the PA Program.

PA Program Non-Academic Conflict Resolution Statement

The following statements are to address non-academic situations in which a student or students believe they have been treated unfairly or improperly by faculty, staff, or other students. The UAMS PA program wishes all students to be treated ethically and professionally and has taken precautions to allow for conflict resolution if and when complaint situations arise.

The initial step of the informal process of conflict resolution is to speak directly with the faculty/staff/student who the student believes is treating them unfairly in an attempt to reach a resolution or understanding. If a student is uncomfortable addressing the issue alone, the student may also seek advice and council from their advisor in how to approach the situation. The advisor shall be a neutral arbiter in all conflict resolution activities. If the situation is not resolved by speaking with the faculty/staff/student member, that student may schedule an appointment with the PA Department Chair to discuss the situation. Most conflicts can be resolved with the initial step, and in the medical field, conflict resolution with patients, staff and other medical providers is an important acquired skill. Unfair treatment by any individual, however, is not appropriate or professional and will not be tolerated in the PA Program. If the situation is not resolved with informal conflict resolution, the formal UAMS Student Grievance Procedure (Policy #2.2.1) should be used and can be found in the UAMS catalog and online in the UAMS Compliance 360 system.

Student Grievance Policy

The UAMS Student Grievance Procedure (Policy #2.2.1) outlines internal procedures to be followed by any student who wishes to submit a grievance alleging the existence of a discriminatory policy, procedure or practice prohibited by either state or federal law/regulation or by University of Arkansas Board of Trustees or UAMS policies. This policy does not address external routes of redress such as those available in the state or federal courts. Academic challenges

may not be pursued under this policy. Report regarding potential claims of sex-based discrimination or harassment are subject to the UAMS Title IX policy, Admin. Guide No. 3.1.48.

The Policy may be accessed online through UAMS CHP website. If a complaint cannot be resolved through internal processes, a student may file a complaint with the Arkansas Department of Higher Education at (501) 371-2031, or by contacting the state agency where the student resides. Students may also contact the Higher Learning Commission, which is the University's regional accrediting body. More information about complaint resolution can be found at through the UAMS Academic Affairs Office at (<https://academicaffairs.uams.edu/irpa/complaint-resolution-process-information/>).

Non-Discrimination Policy

The PA program Non-Discrimination Policy is in accordance with the UAMS Academic Affairs policy (Policy #2.1.3) and is as follows:

Policy: University of Arkansas for Medical Sciences, Division of Academic Affairs

Subject: Non-Discrimination Statement

Number: 2.1.3

Policy Statement: It is the policy of the University of Arkansas Medical Sciences and all of its affiliated colleges and organizations not to engage in discrimination or harassment against any person because of race, color, religion or creed, sex, gender, gender identity, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, veteran status, political beliefs or affiliations, and to comply with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders and regulations, including remaining compliant and consistent with the Civil Rights Act; the Americans with Disabilities Act; the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972.

A student having a complaint concerning terms and conditions of their student status or experience with UAMS is encouraged to present this matter to and discuss it with, the person in charge of that part of the university where the issue arises (e.g. Course Director, Department Chair, Associate Dean for Academic Affairs, Dorm Director, etc.). The person in charge shall attempt to resolve the complaint and may take interim steps if deemed necessary. A complaint may, but need not, become a grievance. Such presentation and discussion shall be entirely informal. However, if the matter involves sexual misconduct or sexual assault, it will be handled pursuant to UAMS Title IX Policy 3.1.48.

If informal dialog does not resolve the issue, and the student believes that he or she has encountered a policy, procedure, or practice that constitutes discrimination, he or she should contact the Administrator at his/her respective college, who is specifically designated to assist students in the matter of filing a grievance through the UAMS Student Grievance Procedures process.

Academic, disciplinary, administrative action and grievance procedures are presented in the student handbook of each college. Copies are available both online and through the respective Associate Dean's offices responsible for student/academic affairs.

Actions on the part of any employee or official of the University contrary to this policy will be addressed promptly and appropriately, according to 2.2.1 Grievance Procedure for Alleged Discrimination.

Physician Assistant Program Student Immunization Requirements

The UAMS Physician Assistant Program requires specific immunizations and tuberculosis (TB) screening to safeguard the health of PA students and protect patients and others from being infected with vaccine-preventable diseases or TB. Immunizations and TB screening must be completed by the student *prior to matriculation*. The requirements have been established according to the CDC Healthcare Personnel Vaccination Requirements. The UAMS PA Program adheres to all campus protocols regarding COVID-19.

Hepatitis B	three dose series (initial, 1 month, 5 months). Anti-HBs serologic testing should be completed 1-2 months after third dose or serologic proof of immunity
Measles, Mumps, Rubella (MMR)	2 dose series at 4 weeks apart or serologic proof of immunity
Varicella (Chickenpox)	2 doses of vaccine or serologic proof of immunity or Documented history of varicella disease
Tetanus, Pertussis (Tdap)	1 dose of Tdap if greater than 10 years since last booster
Influenza	1 dose annually
PPD (Tuberculosis) Screening	Documentation of placement with reading to be completed within 6 months before enrollment
COVID	Fully vaccinated per UAMS Policy

*The PA Program also requires that enrolled students obtain an annual influenza vaccine and PPD screening. (Reference: UAMS Academic Affairs Policy 1.4.2 Student Health Screening)

PA Program/ UAMS Needle Stick, Sharps, and Bodily Fluids Exposure Policy

The PA program will follow the UAMS Policies on the following exposures. Please see the UAMS Catalog for the full policy. https://registrar.uams.edu/wp-content/uploads/sites/36/2021/11/UAMS-Academic-Catalog-2021-2022_MID-YEAR_FINAL_11-18-2021.pdf

UAMS Policy on Student Needle Stick/Sharps Injuries and Blood/Fluid Exposure

- UAMS Protection Against Occupational Exposure to Hepatitis B Virus (HBV), Hepatitis C, and HIV Policy
- UAMS Health Care Workers with HIV and Infectious HBV Policy
- UAMS Employee, Student, and Volunteer Vaccinations and Tuberculosis (TB) Screening Policy
- UAMS Testing Patients for HIV - Consent Requirement Policy

Students with Disabilities Policy

PA students with disabilities are encouraged to notify the PA Program as soon as possible before matriculating, during Didactic Orientation, or on the first day of class. CHP has a policy regarding declaring a disability and requesting accommodations, which can be found in the UAMS catalog.

UAMS and the College of Health Professions make reasonable accommodations for qualified students with disabilities. If a student has a disability that may have some impact on their work for this program and for which they may need accommodations, they are to notify the ADA Coordinator. The Disability Services Office is located on

the first floor of the Library (ED II). Students may call 501-526-5641 to set up a meeting to discuss appropriate accommodations. Students are encouraged to contact the ADA Coordinator as soon as possible so that accommodations can be addressed before any exam or major projects are due. For more information, the website is <http://students.uams.edu/ada-disability-services/>.

(Reference: UAMS Academic Affairs Policy 2.2.5 Student Request for Academic Accommodations)

HIPAA Compliance

PA students will be required to complete a HIPAA compliance-training program offered by UAMS annually. After completion of the online training, the students are to print a copy or electronically save and submit a copy of the completion page to the PA Program. Proof of HIPAA Compliance is required of all students and must be provided to clinical rotation sites during the Clinical Phase of the program. The initial training will occur prior to Didactic Orientation. HIPAA infractions are reported to the UAMS HIPAA office and are investigated and classified by this office. The program will work with the Office of Compliance regarding disciplinary actions for HIPAA infractions. Infractions are also a breach in professionalism, which is an academic standard of the program, and may be brought before the P & A Committee.

Bloodborne Pathogen Compliance

PA students will be required to complete a bloodborne pathogen compliance-training program offered by UAMS annually. After completion of the online training, the students are to print a copy or electronically save and submit a copy of the completion page to the PA Program. Proof of OSHA Compliance is required of all students and must be provided to clinical rotation sites during the Clinical Phase of the program. The initial training will occur prior to Didactic Orientation.

FERPA

According to the Department of Education, the student has the right to have access to his or her education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations), and the right to file a complaint with the Department. The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution. FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. FERPA Student Guidelines can be found in the UAMS catalog. (Reference: UAMS Academic Affairs Policy 2.1.2 FERPA Policy)

Faculty Offices

The PA Program faculty and staff have a fairly open-door policy in regard to meeting with students. Students are encouraged to schedule meetings in advance with faculty and staff via email, but they may also stop by the PA office to see if a faculty or staff member is available to meet. When visiting a faculty or staff member, Students are expected to stop at the PA Program front desk to check in and wait in the lobby for their meeting. Students are not allowed in a faculty office without the presence of a faculty member. At no time should a student bypass the front desk and enter a faculty member's office. These safeguards are in place to protect confidentiality of student information and educational material.

Student File Room

The PA Program maintains a secured file room for program documents. Students are not permitted to enter the file room at any time.

Faculty Cannot Serve as Medical Providers for Students

According to ARC-PA Accreditation Standards, PA Program faculty are not permitted to provide medical care to PA students while they are enrolled in the program. This includes giving advice on medical conditions that arise while attending the program. This policy is to protect both students and faculty and will be strictly adhered to in the program.

Student Consent for:

PARTICIPATION

PA students must understand and acknowledge that participation in the Physical Assessment laboratories, Principles of Medicine laboratories and Simulation activities is required to complete the Master of Physician Assistant Studies Degree. For the Physical Assessment laboratory, each student will be paired with a student partner to work with throughout the semester. They will be expected to practice physical examination skills on each other except for the male genitourinary/ rectal exam and the female gynecological and breast exam. Attire for the Physical Assessment laboratory will generally include shorts and t-shirts unless there is an exception due to religious reasons. During several exams, female students will be expected to wear sports bras and male students will be expected to be shirtless under the provided patient gowns.

The majority of the Principles of Medicine procedural laboratory training will be conducted on simulated anatomical models/manikins. While initial injection and venipuncture training is conducted on models, the PA Program also requires proficiency on human subjects before entering the Clinical Phase of the program. Attire for the Principles of Medicine procedural laboratory will generally include ceil blue scrubs. Simulation activities will also occur throughout the Didactic and Clinical Phase of the program and may involve performing simulated procedures on manikins.

PHOTO RELEASE

PA students are requested to sign a form allowing photographs or videotaped material of students from class, lab and other educational activities to be utilized by the PA Program for educational presentations, website, newsletters, brochures and promotion of the program. Such media may be published, reproduced, exhibited, copyrighted, and used nationally or internationally.

INFORMATION RELEASE

PA students are required to sign a release form allowing the PA Program to release information regarding the student to any sites/organizations related to clinical rotation courses, didactic mentoring/experiences and Service-Learning in which the student will be involved. This includes information regarding name and contact information (UAMS email address and/or other contact information as supplied by the student), information found on the Student Record of Immunizations, BLS/ACLS Certification, proof of compliance with criminal background check and drug screening, signed acknowledgement of Technical Standards, proof of Student Health Insurance, and proof of Medical Liability Insurance.

PA Program Honor Code Policy

Trust and honesty are important aspects of any educational program or medical profession. Students are expected to sincerely accept accountability as future medical providers by accepting responsibility for their own work and establishing trust with fellow students, faculty and clinical preceptors. The PA Program considers breach of this trust and responsibility as a serious offense, which includes plagiarism, cheating, lying, and academic theft on both written and experiential learning activities.

- Plagiarism - is the copying of words, facts, or ideas belonging to other individuals without acknowledgement or permission from those individuals
- Cheating - is deliberately submitting another individual's work as your own.
 - Examples include but are not limited to
 - Using previous exams from past testing periods as study guides
 - Possessing written materials not authorized by the professor during an examination
 - Discussing examination contents with other students, current or future
 - Providing or receiving any information on an exam that has not been taken yet
 - Students who provide assessment information shall be considered as responsible as the student who receives it.
- Lying - Making a statement that is knowingly false with the intent to deceive others
- Academic Theft - Removal of academic materials which prevents others from having the same learning opportunities
- Generative Artificial Intelligence – The use of generative artificial intelligence during the didactic phase of the PA Program on any assessment, assignment, or other activity is prohibited unless otherwise communicated.

Professionalism

Professionalism is an essential component of being a good medical provider. In the book *Measuring Medical Professionalism*, it is stated, "Professionalism is demonstrated through a foundation of clinical competence, communication skills, and ethical understanding, upon which is built the aspiration to and wise application of the principles of professionalism: excellence, humanism, accountability, and altruism." Professionalism is not knowledge or something that one has; it is a behavior that must be demonstrated. Professionalism is something that must be practiced daily and become a way of life. In matriculating into the PA Program, the journey has begun for each student to transition into a medical provider, and professionalism is one of the most important elements. It encompasses appearance, attendance, punctuality, preparedness, personal responsibility, integrity, accepting criticism, respecting authority, positive attitude, teamwork, altruism, rapport with others, initiative, self-confidence, confidentiality, compassion, knowing limitations, and respecting diversity.

The PA Program takes professionalism very seriously and students will be continuously assessed for modeling professional behavior throughout enrollment in the program. This policy is meant to be consistent with University and CHP Policies on Professionalism. Please refer to the CHP Student Code of Conduct in the UAMS catalog and other CHP related documents at this link: <https://healthprofessions.uams.edu/current-students/resources/forms/arkansas-student-due-process-and-protection-act-470/>

**UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
PHYSICIAN ASSISTANT STUDIES
PROFESSIONALISM EVALUATION**

Student: _____ Evaluation Date: _____

Advisor: _____ Mid/End Semester _____

Standard	Meets ALL expectations 3 points	Meets MOST expectations 2 points	Does not meet expectations 1 point
Communication	Consistently follows appropriate written and verbal communication procedures as outlined in the Didactic Manual and communicates in requested timeframes. All communication displays a professional tone and style.	Communication may occasionally depart from outlines procedures (>24 hour response, required email and phone notification). Occurs < 3 times in a semester. One instance of poor/missing professional tone/style in written communication.	Multiple delayed or inappropriate written or oral communication (≥ 3 times) in a semester. Errors may be due to failure to follow procedures OR poor/missing professional tone or style in written or verbal communication.
Attendance	Adheres to attendance policies for classes, seminars, laboratories, and examinations, with no unapproved absences in the semester.	Mostly adheres to attendance policies for classes, seminars, laboratories, and examinations, with ≤ 3 unapproved absences in the semester	Mostly adheres to attendance policies for classes, seminars, laboratories, and examinations; with ≥ 4 unapproved absences in the semester.
Punctuality	Is settled and ready to begin prior to the start of lecture, class, or activity. Has not been late during the semester	Usually arrives just in time for lecture, class, and activities. May need time to get settled and ready to begin lecture, class, or activity, causing minimal disruption. Has been late ≤ 3 times in the semester.	Arrives late to lecture, class, and activities ≥ 4 times in the semester. Requires time to get settled and ready to begin lecture, class, or activity, causing noticeable disruption or distraction.
Engagement/ Participation	Is consistently engaged (>85% of the time) in all didactic activities and contributes enthusiastically without dominating the discussion. Is an active learner without disrupting others.	Is usually engaged (70-85% of the time) in didactic activities and contributes when engaged. May dominate discussion occasionally. Is an active learner who rarely disrupts others.	Is noticeably disengaged in didactic activities (engaged <70% of the time). Tends to be a passive or distracted learner or may often disrupt others.
Accountability	Is consistently prepared for classes and activities and appropriately follows all instructions.	Is usually prepared for classes and activities and has ≤ 3 instances of lack of preparation.	Is prepared for classes and activities some the time and has ≥ 4 instances of lack of preparation.
Personal Integrity	Demonstrates academic integrity and is honest and dependable. Maintains	Demonstrates academic integrity and is honest and dependable. Maintains confidentiality and HIPAA compliance. Has one	Has one or more egregious HIPAA violations OR egregious integrity

	confidentiality and HIPAA compliance.	instance of lack of integrity OR one minor HIPAA violation.	violations OR multiple other infractions
Personal and Professional Learning and Growth	Displays initiative and professional confidence. Recognizes own limitations and seeks guidance when needed. Integrates program feedback.	Usually displays initiative and professional confidence Usually recognized own limitations but does not fully integrate program feedback.	Displays inappropriate level of professional confidence. May not recognized own limitations OR over-exaggerates them. Becomes argumentative when constructive feedback is given and demands exceptions to policies and recommendations. Does not seek guidance or integrate feedback
Attitude and Teamwork	Consistently demonstrates a positive, cooperative attitude and is team oriented. Maintains composure in adverse or unpredictable situations, and continues to make significant contributions to the team.	Usually has a cooperative attitude and is team oriented. May occasionally lose composure in adverse or unpredictable situations, but is able to contribute to the team.	Struggles to be positive and cooperative but often loses composure in adverse or unpredictable situations. Is often more concerned about personal performance and makes minimal contributions to the team.
Respect	Consistently treats all persons with respect, dignity, and compassion, regardless of age, gender, cultural, racial, sexual orientation, religious, disability and socio-economic diversity	Generally treats all persons with respect, may struggle to use appropriate titles. Generally treats all persons with dignity, and compassion, regardless of age, gender, cultural, racial, sexual orientation, religious, disability and socio- economic diversity	Has ≥ 1 documented egregious or repeated instance for failure to treat all persons with respect, dignity, and compassion due to age, gender, cultural, racial, sexual orientation, religious, disability and socio-economic diversity
Appearance	Dresses appropriately, in accordance with the didactic dress code. No observed occasions of inappropriate attire.	Usually dresses appropriately, in accordance with the didactic dress code. Has ≤ 2 occasions of observed inappropriate attire.	Has trouble dressing appropriately, in accordance with the didactic dress code. Has ≥ 3 occasions of observed inappropriate attire.

Additional comments:

Advisor/Program Director Signature: _____ Date: _____

Student Signature: _____ Date: _____

Academic Advising

All students enrolled in the PA Program are assigned a faculty advisor (principal faculty member) for their entire enrollment in the program. An initial advising meeting will occur after the first three weeks of class for the advisor and student to be acquainted. During the didactic phase, the student and advisor will also schedule 1-2 individual meetings each semester. Additionally, the student may consult faculty advisors for any reason. Faculty advisors are present to assist the students and be advocates for the students to improve their success in the program. Most advisors will be responsible for grading their students' Patient Encounter write-ups each semester that are linked to Physical Assessment and the Principles of Medicine courses in the program. The advising list for the class will be provided within the first week of class.

MAIN RESPONSIBILITIES OF THE FACULTY ADVISOR

1. Be an advocate for the student throughout enrollment in the PA Program.
2. Monitor student academic and professional progress throughout the didactic and clinical curriculum. Assist the student with academic and professional issues as they arise.
3. Be available for scheduled academic advising appointments with the students which occur twice a semester (mid and end semester). Also, be available for advising and consultation as needed by appointment.
4. Recommend available institutional resources and student services to the student for both academic and non-academic concerns. Refer the student to appropriate services as needed.
5. Advise the student regarding program requirements, policies, protocols, expectations, or concerns that may affect the academic and professional development of the student.
6. Be an active listener to student concerns with objectivity, empathy and understanding.

MAIN RESPONSIBILITIES OF THE STUDENT

1. Possess a working knowledge of all PA Program, College of Health Professions, and University policies and procedures.
2. Complete the appropriate advising form posted on Blackboard within 24 hours before their advising appointment.
3. Arrive in a timely manner to all scheduled advising appointments.
4. Actively contribute in the advising appointment in a clear and concise manner to facilitate the advising process.
5. Actively follow up on any academic or professionalism recommendation provided by advisor or course director.
6. Actively follow up on referrals to any student services including but not limited to student health, student counseling, Educational and Student Success Center for tutoring, university disability services or assistance with educational skills.

ACADEMIC DIFFICULTY

The student is encouraged to meet with the course director if experiencing academic difficulty in a course as early as possible in the semester. If the student is identified as having academic difficulty, the student should meet with their faculty advisor **as soon as possible**. This includes addressing personal issues, which may affect their academic progress in the program. Referral to the Wellness Center or Student Health Services may be beneficial. In certain circumstances, the Director of Didactic Education and Program Director may be involved in these meetings.

Even though students have been academically prepared to enter the program, the intensive and fast-paced curriculum and in-depth material can cause new students to feel overwhelmed initially and struggle academically. Many times, learning more efficient study skills, time management, and stress management activities like exercise

or other activities is the key component to success in the program. The PA faculty are available to assist the students in successfully navigating this process.

Attendance Policy

Attendance during **all** classes (whether virtual or in person), seminars, labs, patient experiences, service-learning activities, White Coat Ceremony, KRT Heroes Against Hunger 5K Run, CHP Hooding Ceremony, University Commencement Ceremony, and PA Valediction Ceremony is **MANDATORY. Students should always expect to be in class from 8:00 A.M. to 5:00 P.M. daily, with exams beginning as early as 7:30 A.M.** Attendance may be taken at any point during any mandatory activity including in person class, virtual class, lab, Student Research Day, etc. Attendance and promptness is an aspect of professionalism and indicates the student's level of responsibility, maturity, and commitment to the PA Program, their education, the profession and patient care. Attending educational activities is essential for understanding the course content and rationale for examinations patient care. The PA Program is an intensive, fast-paced, and sequenced curriculum which builds on every lecture, lab, seminar, etc. In addition, **walking in late to class is unprofessional and reflects poorly on the program to guest lecturers.** Attending educational activities is essential for successful completion of the program. Permission is required every time a student is absent from any class or educational activity for an absence to be deemed excused. Barring extenuating circumstances, such permission must be obtained in advance of the absence.

Students must notify the PA Program using the appropriate Microsoft Form posted in the Didactic Organization on Blackboard as soon as they are aware that they will be absent or late to a didactic activity. If a student is driving, it is expected that they will only fill out the form when it is safe to do so. The absence request form must be submitted at least two weeks before any planned absences. The Senior Leadership Team (SLT) will determine any absence request that falls outside the list of approved absences. Assignments, laboratory participation, activities, and/or exams occurring on the day(s) of an excused absence may be made up at the earliest convenience of the student and faculty. If the absence is considered unexcused, the student may not be able to make up graded work or any missed activities.

1. Excused Absences – (Requiring a 2-week approval) include:
 - a. Religious holidays other than those recognized by UAMS
 - b. Weddings of self or immediate family members
 - c. National, regional, or state professional meetings approved by the program
 - d. Specialized medical appointments not to include routine medical or dental maintenance
 - e. Mandatory court appearances
 - f. Other requests as deemed appropriate by the SLT of the program
 - g. Pre-Approved Professional Development Activities (i.e., ARAPA Conference, AAPA Conference)
2. Excused Absences – (Not requiring a 2-week approval) Examples include:
 - a. Funerals of immediate family members
 - b. Acute illness/injury of self
 - c. Acute illness/injury of children/dependents or spouse/partner that require medical care
 - d. Other requests as deemed appropriate by the SLT of the program
3. Routine Medical Appointments
 - a. Routine medical/dental appointments should be scheduled during the set PA Program vacation time. Attempting to schedule appointments during “off periods” throughout the week is strongly discouraged due to the frequently changing class schedules.

CONSEQUENCES FOR UNEXCUSED ABSENCES/LATE ARRIVALS

Late Arrivals – If a student arrives any time after the scheduled start time to any educational activity, they are considered late. Arriving late to class or an educational activity is unprofessional and reflects poorly on the program. Habitual late arrivals may result in punitive actions, including but not limited to a Professionalism Warning.

Excessive absences, either excused or unexcused within a single semester or cumulative, will require an evaluation of the student by the P & A Committee as well as possible recommendations to discuss continuation in the program.

VIRTUAL ATTENDANCE POLICY

When a student has received approval for an absence, it may be possible that they attend instructional sessions including lectures, seminars, and other program activities virtually via Zoom or other virtual platforms the program utilizes. The student must indicate their desire to attend virtually on the absence request form prior to submission to the director(s) of didactic education. This option is at the discretion of the director(s) of didactic education, with input from the course coordinator and will be granted on a case-by-case basis.

Examples of occasions when virtual attendance may be permitted include: when a student must stay home due to acute illness of self/household member, when a student has an approved event that requires them to miss in-person instruction due to travel time and scheduling, or when a student is placed on quarantine by Student and Employee Health. Anytime a student is attending virtually, it is expected that they have their camera turned on, are in a safe environment that is conducive to learning and are able to fully focus on the Zoom presentation with minimal distractions. Failure to meet the expectations of virtual learning may prevent future virtual attendance opportunities for that student.

Extended Leave of Absence Policy

The PA Program has a very intensive, lock-step curriculum in which the knowledge and skills from one semester build on the previous semester. Students must complete each didactic semester in order to progress to the next didactic semester and then to the Clinical Phase of the program. If a student were unable to complete a course due to an extended leave of absence, the student would have to wait until the following year when the course is again offered. This one-year wait period is due to the lock-step nature of the curriculum. Due to this extended wait period, students would be required to repeat all courses of the incomplete semester and may potentially have to restart the didactic curriculum from the initial semester. An extended leave of absence requested during the Didactic Phase of the program may be granted at the discretion of the P & A Committee. In extenuating circumstances, a student may be given an incomplete for a specific didactic course and allowed to progress to the next didactic semester if the required material can be completed close to the start of the sequenced semester. Students receiving an incomplete for a course who are unable to complete the required material close to the start of the sequenced semester will not be allowed to progress to the next semester. Academic progression in the PA Program can only occur with successful completion of all didactic semesters in sequenced order. Students will not be allowed to advance to the clinical phase of the program until all grades of incomplete in didactic courses are resolved. A leave of absence requested during the Clinical Phase of the program may be granted, if warranted. If the student leaves during a clinical rotation with weeks uncompleted and an incomplete grade is received, the rotation must be repeated and completed in its entirety. If a student leaves at the completion of one rotation and before the start of a new rotation, the rotation cycle may be temporarily postponed and then re-entered if warranted. If a leave occurs during the Clinical Phase, all clinical rotations, the Summative Evaluation, and the Capstone Project must be completed according to the Graduation Requirements and the Academic Progress Standards in order for a student to graduate from the program. If the

rotation cycle is postponed and then completed, the student may graduate at the next UAMS conferment date providing all requirements are met. The P & A Committee will make recommendations regarding a requested leave of absence of a student to the Department Chair for approval. The Department Chair will then make recommendations regarding a requested leave of absence of a student to the Associate Dean of Academic Affairs for final approval.

Classroom Etiquette

Academic freedom is an important component of professional graduate school. Students are transitioning from an educational environment to a professional environment and are expected to embrace the expectations placed on them. Students are expected to always behave in a professional manner and refrain from disruptive or unacceptable behavior which includes:

1. Addressing the instructor in a casual manner and not by his/her title. Instructors should be addressed as Professor or Doctor. Guest lecturers should be addressed by their titles as well.
2. Arriving late to or leaving early from any educational activity (any tardies or early leaving is inappropriate).
3. Any activity not related to instruction such as social media, online shopping, games, or any other unrelated programs during class. Cell phones are to be silenced and put away before entering any educational activity except when permitted by instructors. Answering phones and texting are not permitted. Anyone not complying will be asked to leave the educational activity immediately and will receive a mark for professionalism.
4. Disrupting educational activities by talking/whispering with classmates.
5. Dominating classroom discussion, asking excessive questions, or interrupting the instructor or fellow students. This behavior is disruptive to the class, the instructor, and the learning environment.
6. Arguing with or openly confronting the course instructor during lecture. Questions should be asked during breaks. Concerns should be addressed after class or by appointment with the instructor.
7. Eating or drinking during educational activities. Bottled water/soft drinks and covered coffee beverages are acceptable during lecture/seminar unless otherwise requested by an individual instructor. No open containers are allowed.
8. Chewing gum in a loud manner or utilizing tobacco/snuff in class.
9. Wearing any type of head covering in class, unless for religious beliefs.

Restroom breaks are scheduled every 50 minutes between lectures. Students are to utilize the restroom at this time and not during class time.

Virtual Lecture Etiquette

If a lecture is given remotely, the students are expected to follow all of the previously listed Classroom Etiquette. Cameras are **required** to be on for all virtual learning activities including lectures, meetings, etc. Attendance is mandatory for all instructional activities. The preferred method for asking a question is to use the "Raise hand" feature in zoom and then speak to the lecturer rather than post in the "Chat."

Dress Code Policy

Personal appearance should be that of a medical professional. Students must demonstrate a professional appearance to patients, family members, physicians, and other health care providers at all times. Violations of the dress policy

may affect professional evaluation and/or course grade and will be referred to the Progress and Advancement Committee for potential disciplinary action.

DIDACTIC PHASE DRESS CODE (CLASSROOM)

During the Didactic Phase of the program, the students will spend most of their time in the classroom and not directly involved with patient interaction. Classroom attire should be comfortable yet professional.

1. Clothing must be clean, wrinkle-free, and without holes or frays.
2. Jeans are acceptable.
3. Shoes must be worn at all times.
4. Sweatshirts and t-shirts are acceptable but should not contain any inappropriate wording or images.
5. Skirt or dress length will be at least to just above the knee (when sitting).
6. Khaki shorts for men allowed. Bermuda shorts for women - nothing shorter than knee length.
7. Sleeveless tops/ blouses on females are acceptable. No spaghetti straps.
8. Unacceptable classroom attire includes:
 - a. Sweatpants (including athletic joggers), workout clothes, and yoga pants
 - b. Athletic shorts
 - c. Leggings worn as pants
 - d. Scrubs (except when indicated)
 - e. Mini skirts
 - f. Flip flops and beach sandals. Chacos are allowed in the classroom setting.
 - g. Tank tops, crop tops, midriffs, and plunging necklines
 - h. Head covering, unless for religious beliefs
9. Students are expected to always dress modestly and avoid attire that may be politically offensive to any individual. No visible cleavage. A tank top or camisole should be worn under loose fitting or low-cut tops to prevent cleavage exposure.

DIDACTIC PHASE DRESS CODE (VIRTUAL)

During either the Didactic or Clinical Phase of the program, an instructional event may be delivered remotely or virtually. Virtual "Classroom" attire should be comfortable, clean, and modest. It is a more relaxed dress code than traditional classroom attire.

1. Clothing must be clean and should not contain any inappropriate wording or images.
2. Sleeveless tops/ blouses on females are acceptable. No spaghetti straps.
3. Pants or shorts are required.
4. Unacceptable virtual classroom attire includes:
 - a. Tank tops, crop tops, midriffs, and plunging necklines
 - b. Robes and pajamas
5. Students are expected to dress modestly at all times and avoid attire that may be politically offensive to any individual. No visible cleavage. A tank top or camisole should be worn under loose fitting or low-cut tops to maintain modesty.

DIDACTIC PHASE DRESS CODE (LABORATORY)

A. Physical Assessment Laboratory

1. Athletic shorts and T-shirts are required (jeans are not allowed)
2. Females will need to wear sports bras
3. Patient gowns and sheets required (provided)

4. Sweatshirts and sweatpants may be worn if warranted but will need to be removed for lab
5. Laboratory attire cannot be worn into the classroom
6. Avoid wearing rings, necklaces, bracelets, and dangling earrings to lab
7. Fingernails must be well trimmed
8. Long hair must be pulled back

B. Principles of Medicine Laboratory

1. Ciel blue scrubs and closed-toe shoes (NOT Crocs) should be worn to lab unless otherwise instructed by course director
2. Laboratory attire may be worn into the classroom; however, scrubs may not be worn to patient encounters that may occur later the same day
3. Avoid wearing rings, necklaces, bracelets, and dangling earrings to lab
4. Fingernails must be well trimmed
5. Long hair must be pulled back

C. PA Gross Anatomy Laboratory

1. Anatomy scrubs and tan anatomy coat should be worn. These scrubs should be separate from the PA Program scrubs
2. Laboratory attire cannot be worn into the classroom
3. Avoid wearing rings, necklaces, bracelets, and dangling earrings to lab
4. Fingernails must be well trimmed
5. Long hair must be pulled back

DIDACTIC PHASE (PATIENT EXPERIENCES)/CLINICAL PHASE DRESS CODE

During the Didactic Phase, students will be participating in patient experiences and service-learning activities. During these experiences, the students are required to dress in a professional manner as during the Clinical Phase of the program. *Reminder: Students are the ambassadors of the UAMS PA Program and should always represent the university in a professional manner.*

1. Clean, wrinkle-free, neat, and modest appearance is required at all times.
2. Attire must be well fitting and not interfere with the responsibilities of clinical duties.
3. Open toe shoes are not acceptable.
4. PA Program short white lab coat with the department patch attached must be worn when on clinical experiences.
5. UAMS identification badge and program nametag must be worn at all times when on clinical experiences.
6. Scrubs are not to be worn during clinical experiences unless it is the dress expected by the clinical preceptor.
7. Jeans, sweatshirts, sweatpants, leggings, t-shirts, shorts, mini-skirts, tank tops, midriffs, plunging necklines are not acceptable.
8. When sitting, the hems of skirts and dresses should end below or at the knee.
9. Hair should be neat, clean and of normally appearing color. Hair should be styled away from the face and out of eyes. Longer hair should be pulled back and secured to avoid interference with patient care. Hair scarves or ribbons should be avoided unless culturally appropriate. Facial hair must be neatly trimmed.
10. Nails must be clean and well-trimmed. Nail length should not interfere with patient care or be of a length to potentially injure patients.
11. False fingernails are a source of contamination and are not permitted.

12. Jewelry must be at a minimum. Wedding ring, watch, non-dangling earrings and necklaces that can be confined within a shirt are permitted.
13. Visible body piercings should be removed during clinical experiences.
14. Perfume and cologne should not be worn due to potential allergies and asthmatic triggers for some patients.
15. Make-up should be at a minimum and used appropriately.
16. Visible tattoos or body modifications deemed offensive or disruptive by the program or any clinical faculty/staff must be covered during clinical experiences.

Examination Policy

Written and practical examinations will begin promptly at the scheduled times. Students will be expected to log in and start their exams prior to writing notes on their scratch paper. Students will have only the scheduled allotted time to complete the exam. Students will not be allowed extra time for exam completion. Time lost due to technical difficulties may be added to the test-taking window at the course director's discretion.

If a student is late to an exam, for any reason, they must present to the PA Offices. They will be allowed to take the exam in a designated location, but it may occur in the PA Conference Room instead of the classroom or the Testing Center. Please note that this still requires prior notification to Ms. Haubenstein that the student will be late as stated in the Didactic Manual. This policy is in place for ALL students regardless of testing location in hopes of reducing distractions in the testing environment. No additional time for exam completion will be allowed.

If a student is granted an absence for a written examination, arrangements must be made to take the exam prior to the scheduled examination time at the discretion of the course director and the Director(s) of Didactic Education.

CLASSROOM WRITTEN EXAMINATION PROTOCOL

BEFORE THE EXAM

1. Computers must be muted.
2. Students will be provided a clean dry erase board or one sheet of blank scratch paper as well as the Error Analysis Worksheet at the beginning of each exam. The Error Analysis Worksheet is utilized to help supplement the examination review that occurs immediately following each exam.
3. All items not permitted during the exam should be placed in the Physical Exam Lab, except the computer on which the examination will be taken. If an exam is being taken outside of the PA Classroom (i.e., Testing Center, PA Offices, or Active Learning Center), students must follow appropriate protocols for that location. Items not permitted during the exam **may not remain** with the examinee for **any** reason, regardless of testing location.
4. All cell phones and smart watches must be turned OFF and remain with student belongings outside of the testing environment.
5. Approach the proctor's table if you have a problem with your computer – only one person at a time is allowed at the proctor's table.
6. Students are to be in their seats, with the computer on, and signed into the examination platform **prior to** the start of the examination.

DURING THE EXAM

1. Students are permitted to write on the individual dry erase boards or scratch paper supplied by the program **only** after starting the exam. Students are **not** permitted to use additional time outside the allotted exam time to work on their scratch paper.

2. No talking is permitted once the examination has started. There should be no talking once scratch paper has been distributed.
3. Maintain your eyes on your own examination at all times.
4. Restroom breaks are **not** permitted once the exam has started, except in the case of emergency and must be communicated to the proctor. Students are expected to utilize the restroom before or after an exam.

AFTER THE EXAM

7. When the examination is completed, submit your exam, and close the examination platform. Turn in any paper material at the proctor's table (including scratch paper and Error Analysis Form) and depart the classroom quietly. If using a dry erase board, the board must be clean and returned to the proctor prior to departure.
8. Students are not permitted to return to the classroom until every student has completed the exam.
9. Congregation outside of the classroom while the exam is in process is prohibited. This includes outside the building.

ACCOMMODATED TESTING LOCATIONS

(Examples include UAMS testing center, PA conference room, etc. Students are also expected to follow the Testing Protocols of the designated location.)

BEFORE THE EXAM

1. Computers must be muted.
2. Students will be provided with a clean dry erase board or one sheet of blank scratch paper as well as the Error Analysis Worksheet at the beginning of each exam. The Error Analysis Worksheet is utilized to help supplement the examination review that occurs immediately following each exam.
3. All items not permitted during the exam should be placed in the designated location, except the computer on which the examination will be taken. Items not permitted during the exam **may not remain** with the examinee for **any** reason.
4. All cell phones and smart watches must be turned OFF and remain with student belongings outside of the testing environment.
5. Approach the testing administrator if you have a problem with your computer.
6. Students are to be in their seats, with the computer on, and signed into the examination platform 5 minutes before prior to the start of the examination.

DURING THE EXAM

1. Students are permitted to write on the provided scratch paper **only** after starting the exam. Students are **not** permitted to use additional time outside the allotted exam time to work on their scratch paper.
2. No talking is permitted once the examination has started.
3. Maintain your eyes on your own examination at all times.
4. Restroom breaks are not permitted once the exam has started, except in the case of emergency and must be communicated to the testing administrator. Students are expected to utilize the restroom before or after an exam.

AFTER THE EXAM

When the examination is completed, submit your exam and close the examination platform. Turn in any paper material (including scratch paper and Error Analysis Form) to the testing administrator and depart the testing location quietly. Students are **not** to shred, discard, or retain any paper material from the exam.

EXAMINATION GRADING/RETURN

All written examinations are graded using the examination platform (i.e., ExamMaster or Blackboard) grading system that provides a test item analysis of each question (this allows faculty to determine the quality of the question.) It may take up to a week for the professor to analyze the exam. Scores of the exams will be posted in Blackboard under the corresponding course.

WRITTEN EXAMINATION REVIEW PROTOCOL

An exam review will occur immediately after each exam. A raw score will be shown at the time of the review and is subject to change based on the pending test item analysis. This time is an opportunity to understand material missed on the examination and not to argue about examination questions. A test item analysis is performed on all written examinations, which allow the course directors to determine if a question should be removed from the examination due to exam error, etc. The program utilizes test item analysis to determine fairness of an exam question similar to the National Board Certification examination. Additional reviews of written examinations may be set up at designated times. Note taking is permitted during the exam review; however, the notes must be turned in to the proctor before leaving the exam review. Feedback may be submitted through the examination platform for course director review, and the course director may address these questions at their discretion.

WRITTEN EXAMINATION APPEALS POLICY

For multiple-choice exams in the didactic phase, a student may submit a formal written appeal to the Course Director(s) if they feel there is sufficient justification for consideration of an alternate answer on any exam question. Appeals must be submitted via the appeals form in the Didactic Phase Organization on Blackboard within 2 school days of the exam grade being posted on Blackboard. For final exams, appeals must be submitted by 5 p.m. the day of the exam.

Appeals must include a description of the question, a description and rationale for the proposed alternate answer, and reliable references cited. The course director(s) will review and consider all properly submitted appeals and notify the student of the final decision. Appeals may not result in a change of grade. Appeals will not be accepted for practical exams, OSCEs, written assignments, Capstone project, or Summative Evaluation.

There will be NO “class action” appeals submitted. If an appeal is granted for an individual student, the credit may not be awarded to every student in the class. It is at the discretion of the course director if an appeal will be applied to the entire class.

Reliable references include assigned textbook/reading materials by course director and course PowerPoint presentations. (NOTE: Assigned textbooks take precedence over contradicting PowerPoint Presentations).

Social Media

Students are cautioned to utilize extreme care when using social media. Future employers, clinical preceptors, and faculty members can access students’ pages and information. Certain information could jeopardize future opportunities in the physician assistant profession. Students should set high privacy settings, be cautious of what is on their site, and manage access to their sites carefully. Once information is on the internet, it is impossible to recall.

The PA Program follows the policy put forth by UAMS regarding Social Networking. Excerpts from the policy are as follows:

UAMS Academic Affairs Policy# 2.1.1 (Revised 1/23)

The following actions are strictly forbidden:

- **Students may not report the personal health information of patients.** Removal of an individual's name does not constitute proper de-identification of protected health information. Furthermore, inclusion of data such as age, gender, race, or date of evaluation may still allow the reader to recognize the identity of a specific individual.
- Students may not report private (protected) academic or financial information of another student or trainee. Such information might include, but is not limited to: course grades, narratives, evaluations, examination scores, adverse academic actions, or financial aid information.
- In posting information on social networking sites, students may not present themselves as official representatives or spokespersons for the University of Arkansas for Medical Sciences or their college, department, or program.
- Students may not represent themselves as another person. However, students are not prohibited from having an anonymous account or an account with a fictitious identity as long as the student's use of the account does not violate this policy or any other UAMS policy. Students may not utilize websites and/or applications in a manner that interferes with educational or work commitments.

In addition to the absolute prohibitions outlined above, the following types of actions but not limited to these examples, are strongly discouraged as these are considered unprofessional and reflect poorly on the individual, the healthcare profession, program, department, college, and the University of Arkansas for Medical Sciences. Engaging in these types of behaviors may invoke applicable professionalism policies:

- Display of vulgar language.
- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, sexual orientation, or disability.
- Presentations of photographs that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual misconduct.

For more information regarding this policy, please refer to the UAMS Catalog.

Travel to Clinical Experiences

Students will be required to travel to patient encounters, 12th Street Health and Wellness Center, and service-learning activities potentially once a week during the Didactic Phase of the program. Students are required to have transportation to these educational activities. Service-learning and patient encounters will be located in Little Rock and the surrounding area. During the Clinical Phase of the program, clinical rotations will be located across the state of Arkansas, unless an out of state request is approved by the Clinical Director. Students will be expected to have a mode of transportation to the clinical rotation sites.

Senior Leadership Team

The Senior Leadership Team is comprised of the Chair/Program Director, Associate Program Director, Director(s) of Clinical Education and Director(s) of Didactic Education. This team meets regularly to improve communication between the different areas of the program, discuss program issues, and recommend leadership strategies for the program.

Student Focus Group

A student focus group, consisting of approximately six students, will be selected by the Program Director/Chair every semester. The Didactic Focus Group will meet with the Program Director once per semester during the didactic phase. The Clinical Phase Focus group will meet once per semester at an End of Rotation Seminar. The purpose of the focus group is to allow a group of students that represent the entire class to voice any areas of concern in a safe environment. A goal of the focus group meeting is to recognize strengths of the program and areas of improvement according to the student perspective.

Code Active Shooter

The PA Program will follow the UAMS Code Active Shooter policy located in the UAMS Catalog.

https://registrar.uams.edu/wp-content/uploads/sites/36/2021/11/UAMS-Academic-Catalog-2021-2022_MID-YEAR_FINAL_11-18-2021.pdf

Code Active Shooter training is provided prior to the PA Program Didactic Phase Orientation.

Safe Room Locations:

IDW Classroom -	Block the door, turn off lights, and move away from all windows.
PA Classroom/Lab (CHP Building 7A)-	Go to Locker rooms, block doors, and turn off lights.
CHP Building 3 -	Go to conference room or restrooms, block doors, and turn off lights

Harassment

The education experience should be free from harassment of any type, which includes bullying. If a student has concerns about harassment from other students, faculty, staff, mentors, instructors, or clinical preceptors, the student should contact the Program Chair/Director of the program immediately. If the student is on a clinical rotation off campus and a harassment concern arises, the student should contact the Director of Clinical Education or Program Chair/Director immediately. UAMS has a specific policy regarding sexual harassment and formal complaints, which is located in the UAMS Catalog.

https://registrar.uams.edu/wp-content/uploads/sites/36/2021/11/UAMS-Academic-Catalog-2021-2022_MID-YEAR_FINAL_11-18-2021.pdf

Title IX, Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Sexual Violence, Stalking, Gender-Based Harassment and Retaliation Policy (Administrative Guide 3.1.48)

UAMS is committed to providing an environment that emphasizes the dignity and worth of every member of its community. Members of the UAMS community have the right to an environment free of sex discrimination, sexual harassment, sexual assault, sexual misconduct, sexual violence, stalking, gender-based harassment and retaliation, and this behavior will not be tolerated. This right is protected by Title VII of the 1964 Civil Rights Act, Title IX of the Educational Amendment of 1972 Act, the Clery Act, the SaVE Act, and the Violence Against Women Act.

No person at UAMS will be subjected to sex discrimination, sexual harassment, sexual assault, sexual misconduct, sexual violence, stalking, gender-based harassment or retaliation under any employment, academic, educational, extracurricular, or other program of UAMS, whether these programs take place in UAMS facilities, in transportation, at a class, training program, or event sponsored by UAMS at another location or elsewhere.

All complaints or any concerns about conduct that may violate this policy and retaliation must be filed with the Campus Title IX Coordinator or a Deputy Title IX Coordinator.

Inclement Weather Policy

The Physician Assistant Program abides by the UAMS Inclement Weather Policy. Notifications will be emailed to students, communicated through local media, and posted on the front pages of www.uamshealth.com, www.uams.edu, and the UAMS intranet. Please refer to the UAMS Catalog for more information.

Didactic Phase



Curriculum Outline

28 Month Program awarding a Master of Physician Assistant Studies degree

Didactic Phase (13 months)

Summer (15 weeks)

PA Gross Anatomy	4 cr
Clinical Physiology	3 cr
Physical Assessment	5 cr
Clinical Pharmacology	3 cr
Clinical Reasoning 1	1 cr
Pt. Communication 1	1 cr
<u>Professional Issues 1</u>	<u>1 cr</u>
Total	18 cr

Fall (15 weeks)

Principles of Medicine 1	8 cr
Diagnostic Assessment 1	3 cr
Pharmacotherapy 1	2 cr
Behavioral Medicine	3 cr
Clinical Reasoning 2	1 cr
Introduction to EBM	2 cr
Pt. Communication 2	1 cr
<u>Professional Issues 2</u>	<u>1 cr</u>
Total	21 cr

Spring (15 weeks)

Principles of Medicine 2	8 cr
Diagnostic Assessment 2	3 cr
Pharmacotherapy 2	2 cr
Emergency Medicine	3 cr
Clinical Reasoning 3	1 cr
Foundations of EBM	2 cr
<u>Medical Genetics</u>	<u>1 cr</u>
Total	20 cr

Summer Module (6 weeks)

Principles of Medicine 3	3 cr
Surgical Medicine	2 cr
Intro to Lifestyle Medicine	1 cr
Medical Ethics	2 cr
Professional Issues 3	1 cr
<u>Professional Issues 4</u>	<u>1 cr</u>
Total	10 cr

Clinical Phase (15 months)

Core Rotations (5 weeks each)

Family Practice	5 cr
Internal Medicine Outpatient	5 cr
Internal medicine Inpatient	5 cr
Pediatric Medicine	5 cr
Women's Health	5 cr
Surgical Medicine	5 cr
Emergency Medicine	5 cr
Behavioral Medicine	5 cr
Orthopedic Medicine	5 cr
Geriatric Medicine	5 cr
Summative Evaluation	1 cr

Elective Rotation 1 (3 Weeks) 3 cr

Elective Rotation 2 (3 Weeks) 3 cr

Capstone Project (2 cr)

* Graduate project during clinical year involving Case-based EBM research

Didactic Phase Highlights

- * 3 Patient Encounters with Mentor each of the first three semesters
- * Principles of Medicine, Pharmacotherapy, Diagnostic course content correlates
- * Procedural Labs in Principles of Medicine course
- * Clinical reasoning - small group case discussions
- * Required Service-Learning Component
 - 5 hours / semester across life span (geriatric, pediatric, adult/ diversity) during didactic phase
- * Required participation at 12th Street Health and Wellness Center

PA Didactic Phase Course Descriptions

SUMMER 1

PHAS 51001--Professional Issues 1

Application-based introduction to concepts of physician assistant profession. Topics to include history of physician assistant profession, physician assistant organizations, accreditation, the health care team, documentation, oral presentations, professionalism, and ethical issues.

PHAS 51061--Clinical Reasoning 1

Introduction to critical thinking and application of medical knowledge and skills in a case-based small group setting. Emphasis this semester will be on eliciting appropriate medical histories, determining appropriate physical examination techniques to perform, and formulating a differential diagnosis. Cases will correlate with topics covered in the Physical Assessment course.

PHAS 51091--Patient Communication 1

Course emphasizes interviewing techniques and interpersonal communication skills across the life span with emphasis on cultural diversity issues. Standardized patients will be utilized to enhance student-interviewing skills.

PHAS 53003--Clinical Physiology
Study of the physiological function of the cell and organ systems with introduction to pathophysiology of disease in the systems. Systems include cardiovascular, respiratory, digestive, urinary, reproductive, nervous, musculoskeletal, special senses, lymphatic, endocrine and integument. Course topics will correlate with the topics presented in PA Gross Anatomy.

PHAS 53033--Clinical Pharmacology

Study of the physiologic and biochemical aspects of the major classes of pharmacological agents. Brief overview of pharmacokinetic and pharmacodynamic principles of pharmacology. Major concepts involve drug classification, mechanism of action, absorption, distribution, metabolism, elimination, and dose-response relationships of the different drug classes. Major drug interactions and adverse effects of specific classes will be covered.

PHAS 54004--PA Gross Anatomy

Study of basic gross and functional anatomy in an organ-system approach. Course covers cardiovascular, respiratory, digestive, urinary, reproductive, nervous, musculoskeletal, special senses, lymphatic, endocrine and integument systems by lecture, laboratory and independent learning activities. The laboratory utilizes anatomical models, histology slides, prosected cadavers, radiographic images, and virtual anatomy software.

PHAS 55005--Physical Assessment

An introduction to clinical medicine. Course includes eliciting a medical history; performing physical examination; reviewing anatomy, physiology and pathophysiology of common diseases; and differentiating between normal and abnormal physical exam findings. A physical examination skills laboratory will be held weekly to permit students to practice history and physical exam techniques. Students will also experience patient encounters throughout the semester in which they will elicit a medical history from patients in an inpatient or outpatient setting, then appropriately document, and orally present the patient findings.

FALL

PHAS 51031--Professional Issues 2

Continuation of professional issues in physician assistant profession. Topics include documentation, safety, patient education, disease prevention, cultural issues, ethical issues and specific health care settings.

PHAS 51071--Clinical Reasoning 2

Continuation of the utilization of critical thinking skills and application of medical knowledge through small-group case discussions. Focus will shift from medical history taking and physical examination to placing more emphasis on laboratory and diagnostic test ordering/interpretation and patient management. Cases will correlate with topics covered in the Principles of Medicine I course.

PHAS 51101--Patient Communication 2

Course builds on concepts covered in Patient Communication I with emphasis on interviewing techniques and interpersonal communication skills across the life span and emphasis on cultural diversity issues. Standardized patients will be utilized to enhance student-interviewing skills.

PHAS 52032--Pharmacotherapy 1

Addresses the pharmacotherapeutic principles of specific medications utilized in disease management. Course includes drug identification, indications, contraindications, adverse effects, drug interactions, cost, routes of administration, therapeutic monitoring, patient education and pertinent mechanism of action of specific drugs. Course topics will correlate with topics being presented in Principles of Medicine I course.

PHAS 52062--Introduction to Evidence Based Medicine

Introduction to utilizing the best available evidence in current medicine in addition to clinical experience to more effectively manage patients. Topics will include a brief overview of clinical epidemiology, research design, biostatistics, formulating a clinical question, database searching, and interpretation of medical literature.

PHAS 53043--Diagnostic Assessment 1

Study of ordering and interpreting laboratory, imaging and diagnostic tests utilized in current medical practice. Course includes indications, contraindications, precautions, complications, techniques, cost-effectiveness, patient preparation, and ordering and interpretation of specific labs and tests. Course will correlate with the topics being addressed in Principles of Medicine I course.

PHAS 53063--Behavioral Medicine

Study of psychological and behavioral medical conditions. Course addresses the signs and symptoms, etiology, diagnosis, differential diagnosis, and treatment of behavioral disorders. Also includes conducting a psychiatric interview, classifying disorders, substance abuse, eating disorders, sleep disorders, abuse and neglect, death and dying, childhood disorders, psychological testing, psychological therapy, and pharmacological agents.

PHAS 58008--Principles of Medicine 1

Foundational principles of clinical medicine covered in a discipline-based approach. Each module will review anatomy and physiology of specific systems. Instruction will cover pathophysiology, etiology, incidence, signs and symptoms, differential diagnosis, diagnostic techniques, diagnosis, prognosis, and management of specific common diseases. This course will include a brief overview of the microbiological and immunological aspects of medicine. Topics will include normal flora, organism classification and transmission, and pathogenesis of infection of microbial pathogens, cell-mediated and humeral immunity, hypersensitivity reactions, and immune-mediated diseases. A weekly clinical procedural laboratory will correlate with the medical topic being covered in the lectures. Students will experience clinical patient encounters in outpatient or inpatient settings several times during the semester, then appropriately document, and orally present the patient findings.

SPRING

PHAS 51081--Clinical Reasoning 3

Continuation of the utilization of critical thinking skills and application of medical knowledge through weekly small-group case discussions. Emphasis on laboratory and diagnostic test ordering/ interpretation and patient management. Cases will correlate to topics being covered in the Principles of Medicine II course.

PHAS 51141--Medical Genetics

Introduction to medical genetics. Topics include rules of inheritance, human pedigrees, chromosomal abnormalities, genetic disease, genetic screening and counseling, and genetic pharmacotherapy.

PHAS 52042--Pharmacotherapy 2

Addresses the pharmacotherapeutic principles of specific medications utilized in disease management. Course includes drug identification, indications, contraindications, adverse effects, drug interactions, cost, routes of administration, therapeutic monitoring, patient education, and pertinent mechanism of action of specific drugs. Course topics will correlate with topics being presented in Principles of Medicine II course.

PHAS 52072--Foundations of Evidence Based Medicine

Study of utilizing the best available evidence in current medicine in addition to clinical experience to more effectively manage patients. Course builds on the foundation established in first EBM course and utilizes a journal club approach to emphasize the application of EBM principles.

PHAS 53053--Diagnostic Assessment 2

Study of ordering and interpreting laboratory, imaging and diagnostic tests utilized in current medical practice. Course includes indications, contraindications, precautions, complications, techniques, cost-effectiveness, patient preparation, and ordering and interpretation of specific labs and tests. Course will correlate to the topics being addressed in Principles of Medicine II course.

PHAS 53073--Emergency Medicine

Presentation, diagnosis, and management of trauma and acute care patients who present to the emergency department. Topics involve multiple trauma, shock, wound management, environmental injuries, toxicology, orthopedic injuries, acute general medical and surgical diseases, pain control, emergency procedures, bioterrorism, and disaster medicine. Course also covers emergent conditions in cardiology, respiratory, pediatrics, gynecology, obstetrics, endocrinology, and hematology and oncology.

PHAS 58038--Principles of Medicine 2

Foundational principles of clinical medicine covered in a discipline-based approach. Each module will review anatomy and physiology of specific systems. Instruction will cover pathophysiology, etiology, incidence, signs and symptoms, differential diagnosis, diagnostic techniques, diagnosis, prognosis, and management of specific diseases. A weekly procedural laboratory will correlate with the discipline topic being covered in the lectures. Students will experience clinical patient encounters in outpatient or inpatient settings several times during the semester, then appropriately document, and orally present the patient findings.

SUMMER 2

PHAS 51041--Professional Issues 3

Continuation of professional issues in physician assistant profession. Topics include documentation, health care systems and policy, patient education, cultural issues, ethical issues and specific health care settings.

PHAS 51051--Professional Issues 4

Continuation of professional issues in physician assistant profession. Topics include practice and prescriptive laws, reimbursement, malpractice, certification and licensure, health care resources, HIPAA guidelines, and specific health care settings.

PHAS 51131—Introduction to Lifestyle Medicine

Lifestyle Medicine is an area of clinical practice that focuses on the prevention, management, and reversal of chronic diseases. It uses evidence-based lifestyle therapeutics as the primary modality to provide value-based, quality, and cost-effective methods of management of chronic diseases/chronic disease. This course is designed to introduce the concept of Lifestyle Medicine, highlighting its purpose and significance. Focus will be placed on Lifestyle Medicine's six pillars of healthy behaviors—Nutrition, Physical activity, Stress management, Restorative sleep, social relationships, and Avoidance of risky substances—with an emphasis on patient education and disease management and prevention. This course will also emphasize the role of motivational interviewing and techniques for supporting lasting behavioral changes.

PHAS 52002--Medical Ethics

Introduction to ethical issues that occur in clinical medicine. Topics include informed consent, confidentiality, nonmaleficence and beneficence, patient decision-making capacity, futile intervention, advance directives, end-of-life issues, assisted suicide, abortion, human research, and health care provider issues. Special topics in surgery, pediatrics and women's health are also covered.

PHAS 52052--Surgical Medicine

Course involves the evaluation, diagnosis, and management of the surgical patient. The course addresses pre and post-op management, common surgical procedures and complications, indications and contraindications, surgical techniques and instruments, sterile technique, operating room protocol, anesthesia, and an introduction to the surgical subspecialties.

PHAS 53083--Principles of Medicine 3

An advanced medicine course that emphasizes pediatric, geriatric and rehabilitative medicine. Pediatric and geriatric modules emphasize etiology, signs and symptoms, differential diagnosis, diagnosis, prognosis, and management of medical conditions specific for the life span. The rehabilitative module involves an overview of rehabilitative medicine, assistive devices, gait assessment, and stroke and cardiac rehabilitation. Laboratory includes infant evaluation, child evaluation, geriatric evaluation, functional assessment, and the use of assistive devices.

Clinical Phase Course Descriptions

CLINICAL EXPERIENCES (CORE ROTATIONS 1 – 10, PHAS 58101-- 59155)

Behavioral Medicine Experience

Clinical experience that introduces students to a variety of behavioral medicine and psychological conditions in an outpatient and/or inpatient setting. Students will participate in psychiatric interviews and physical examinations, individual and group psychological counseling, development of management strategies for the psychiatric patient, and interpretation of diagnostic and psychological

testing. Focus of experience will be in recognizing psychiatric medical conditions through clinical presentation and the psychiatric interview.

Emergency Medicine Experience

Clinical evaluation, diagnosis and management of acute medical and trauma conditions that present to the emergency department. Students will participate in triaging patients, performing problem-focused history and physical examinations, developing differential diagnoses, formulating diagnoses, and designing management plans for patients presenting to an emergency setting. Focus will also be on performing emergency procedures, recognizing life-threatening medical conditions, assisting with resuscitation efforts, and interpreting diagnostic tests specific to the emergency medicine setting.

Family Practice Experience

Clinical experience focuses on the clinical aspects of family practice/ primary care. Students will participate in history taking, performing physical exams, developing differential diagnoses, formulating diagnoses, designing prevention and management plans, and documenting common medical conditions observed in the family practice setting. Students will have exposure to a variety of primary care procedures. Emphasis will be placed on caring for patients across the life span.

General Surgery Experience

Emphasis on the clinical evaluation, diagnosis and surgical management of patients in the general surgery setting. Students will participate in pre-operative and post-operative patient care, outpatient evaluation of surgical candidates, surgical inpatient management, assisting with surgical techniques and cases, and documentation specific to surgical patients. Students will be exposed to common surgical procedures and the description, indications, contraindications, and complications of each. Students will also participate in interpreting diagnostic tests utilized in the general surgical environment and in understanding operating room protocol.

Geriatric Medicine Experience

Clinical experience that focuses on all aspects of geriatric medicine including outpatient, inpatient, and nursing home settings. Students will participate in diagnosing and managing acute and chronic medical conditions specific to the geriatric population, recognizing polypharmacy, and performing functional assessments.

Inpatient Medicine Experience

Clinical experience focuses on the evaluation, diagnosis, and management of acute and chronic inpatient medical conditions. Students will perform complete inpatient history and physical exams, assist with consultations, and evaluate and manage hospitalized patients from admission to discharge. Students will be taught how to perform and interpret diagnostic tests commonly utilized in inpatient medicine and to perform common clinical hospital procedures. Students will also be involved with inpatient hospital documentation to include the admission summary, history and physical examination, daily progress note, consultation note, and discharge summary.

Internal Medicine Outpatient Experience

Clinical experience that focuses on outpatient adult care medicine. Students will participate in performing complete outpatient history and physical exams and problem-focused history and physical exams, developing problem lists, identifying the clinical presentation of chronic and acute medical disorders, developing differential diagnoses, formulating diagnoses, ordering and interpreting diagnostic tests, and designing management plans for chronic and complex medical problems.

Orthopedic Medicine Experience

Clinical experience that focuses on chronic, acute, and emergent musculoskeletal conditions that present to the orthopedic setting. Students will participate in clinical outpatient, surgical outpatient, surgical inpatient, consultation, and operating room orthopedics. Focus of experience is to enable student to recognize the clinical presentation of common general orthopedic conditions, order and interpret orthopedic diagnostic tests, and perform specific orthopedic procedures.

Pediatric Medicine Experience

Clinical experience in an outpatient and inpatient (if available) pediatric setting. Students will participate in the care of patients ranging from neonates to adolescents through well-child and sick-child office visits. Focus of experience is recognizing the clinical presentation of common pediatric medical problems, developing differential diagnoses, formulating diagnoses, and designing management plans for these patients. Other areas of focus include clinical application of drug dosing, immunizations, growth and developmental milestones, common diagnostic procedures, nutritional assessment, and documentation and communication with parents and pediatric patients.

Women's Health Experience

Clinical experience in outpatient women's healthcare. Emphasis will be on eliciting and performing the gynecological history and physical examination, screening techniques, diagnostic procedures, management plans, and contraceptive counseling and

management. Focus will also be on pre-natal and post-natal care, menstrual abnormalities, infertility, sexuality issues, menopause, and sexually transmitted diseases.

PHAS 59003--Elective Rotation I

PA Student will be permitted to select an area/ discipline of medicine in which he/she desires to gain additional clinical experience. A list of elective clinical rotation settings will be provided to the student including the general core rotations and then subspecialty areas of medicine and surgery.

PHAS 59033--Elective Rotation II

PA Student will be permitted to select a second area/ discipline of medicine in which he/she desires to gain additional clinical experience. A list of elective clinical rotation settings will be provided to the student including the general core rotations and then subspecialty areas of medicine and surgery.

PHAS 58101 –Summative Evaluation

PA Students will complete a one-week comprehensive review and evaluation of expected physician assistant knowledge and skills. A combination of written examinations, clinical procedural skills testing, objective structured clinical examinations (OSCEs) and diagnostic interpretation will be utilized. Grading system will be satisfactory/ unsatisfactory.

PHAS 58202--Capstone Project

Course focuses on applying evidence-based medicine principles to a patient case study or original research. The emphasis of the project will be on formulating a clinical question, summarizing background information about the medical topic, conducting an extensive literature search about the topic, and critiquing journal articles on the topic. The goal of the project is to answer the clinical question utilizing current research and guidelines, and then apply it to the patient case or research. This is partially an independent study course with required written assignments due at scheduled intervals throughout the clinical curriculum phase of the program. The Capstone Project is a combination of three major products that are rooted in evidence-based medicine: a written paper, a formal presentation, and the development and presentation of a poster at the UAMS Student Research Day.

Textbooks

Didactic textbooks are a required component of the Physician Assistant program. Every course has required readings from the core textbooks. Information from the readings will be utilized as testable material for written examinations and quizzes. Students are required to obtain access to the required textbooks. Many of them may also be accessed online and free of charge through the UAMS Library Website.

Course Syllabi

Each course has a syllabus that includes grading protocol, grading system, course credits, instructor information, course objectives, PA competencies, and required and recommended textbooks. Syllabi are posted on Blackboard in the corresponding course. The course outline will also be posted on Blackboard.

Learning Objectives

Each course in the Didactic Phase has instructional objectives for each lecture. The faculty reviews learning objectives on a routine basis. The assigned readings with corresponding textbook pages are at the bottom of each lecture. It is extremely important to know the learning objectives because each examination question is linked to a specific learning objective. No questions will be used that do not correspond to a learning objective. This allows the student to focus the area of study and provides the instructional faculty with guidance in preparing the lecture. Lecture material that is not a learning objective may be important to clinical practice but will not be covered on the examination.

Blackboard

Blackboard is an online system used for all of the courses in the Physician Assistant Program. The majority of the PowerPoint lecture presentations will be posted before the scheduled lecture. A syllabus, course outline, lecture and lab objectives, lecture modules and miscellaneous documents and folders will be posted for each course. To log in to Blackboard, go to <https://uams.blackboard.com/>.

Access to Blackboard courses is limited to the semester in which they occur. Any materials that students wish to keep should be saved elsewhere.

The lectures posted onto Blackboard are the property of the faculty and guest lecturers. The lectures are available for students to enhance their learning experience. Copies of the lectures are not to be shared with anyone outside of the program or to be utilized for any personal presentations. Inappropriate use of a lecture presentation is a violation of the Professional Code of Conduct.

Weekly Didactic Schedule

The schedule is posted in the Didactic Phase Outlook calendar each semester and will be updated as warranted. **Students should always expect to be in class from 8 a.m. to 5:00 p.m. daily.** The Physician Assistant Program cannot always adhere strictly to the dates and times listed due to schedule changes and the utilization of guest lecturers. It is important that students understand this concept and remain flexible regarding the schedule and potential changes, especially in the spring and fall semesters. It is the student's responsibility to check the calendar daily for schedule changes.

Student Course Liaisons

The Director(s) of Didactic Education will assign one student course liaison to each course. The course liaisons are responsible for maintaining a line of communication with the course director and Director(s) of Didactic Education regarding the course. Students in the course should funnel course issues to the course liaisons. The liaisons are responsible for meeting with the course director regarding student concerns with the course. The liaisons should first address the issue with the course director before going to the Director(s) of Didactic Education. Course directors may need to collaborate with the Director(s) of Didactic Education regarding some issues because of scheduling or program policies. Additionally, the Director(s) of Didactic Education will assign one student to serve as the technology liaison each semester. This student will ensure all virtual attendees are connected for lectures by accessing the Zoom meeting and will assist with any guest lecturer technology concerns.

Teaching Facilities

PHYSICIAN ASSISTANT LAB BUILDING

The PA Lab building has a 24-hour controlled access. Students will use their UAMS ID badge to gain access to the building. The building has a Procedural Lab, a Physical Exam Lab, breakout rooms for the Clinical Reasoning course, male and female locker rooms, a unisex restroom, equipment storage room and a student break area. Students are permitted to study in this building 24 hours a day except in rooms where classes are being actively held. Food is not permitted in the Physical Exam Lab. If furniture is rearranged during a study session, it must be returned to its normal position after use. The PA building is the main PA student area, please take pride in your area. Beverages are allowed in the Procedural (Classroom) area in approved closed containers when lectures are occurring but not during lab activities.

I. DODD WILSON CLASSROOM, EDUCATION BUILDING II, AND RAHN BUILDING

The PA Program may be assigned a designated classroom at various locations on the UAMS Campus for PA Program lectures every semester. Please make sure that the classroom is free of garbage when leaving at the end of the day. Please refer to the policy regarding Classroom Etiquette in the PA Program Policies and Procedures section of the manual.

SIMULATION CENTER

The PA Program will utilize the University Simulation Center throughout the didactic and clinical phases of the program. The Simulation Center is located in the old UAMS Emergency Department, which is located in the lower level of the Central Hospital Building.

CLINICAL SKILLS CENTER (CSC)

The Clinical Skills Center is located on the eighth floor of the Rahn building. Standardized patient encounters and Objective Structured Clinical Examinations (OSCEs) may be scheduled in the Clinical Skills Center every semester. Students may also use the center for practicing physical examination skills if the facility is not in use by other programs.

PATRICK W. TANK ANATOMY TEACHING COMPLEX

The Gross Anatomy Laboratory is located in the basement level of the Rahn building. PA students will be permitted to have 24-hour access to the cadaver lab by using their UAMS ID badge. Students will also have access to the models in the Anatomical Models Lab for studying purposes. Lab rules will be covered in the Gross Anatomy Orientation.

UAMS TESTING CENTER

The PA program may utilize the Testing Center in the Library (3rd floor) at any time. It is expected that all students follow the policies and procedures of the Testing Center, as well as all examination procedures listed in this document.

Didactic Patient Encounters

There are three Patient Encounter experiences per semester (except in the Summer 2 semester) during the Physical Assessment and the Principles of Medicine courses. Each student will be assigned a community provider mentor who is practicing clinically in various disciplines or a faculty mentor for an encounter at the UAMS Family Medicine Clinic. The students will be assigned to a new mentor each semester. The encounters will start as history taking only, then progress to comprehensive history and physical exam, and finally to problem-oriented history and physical exam. The students will have multiple available dates for each Patient Encounter. It is the responsibility of the student to contact his/her mentor to schedule the date and time for the Patient Encounter. It is also the student's responsibility to arrange for transportation to the Patient Encounter. White coats, medical equipment, UAMS ID badges, and professional attire are required for all Patient Encounters.

Before students are allowed to participate with Patient Encounters, the following must be completed and on file with the PA Program:

- 1) Current BLS-HCP certification
- 2) Current Immunization Status
- 3) Signed Technical Standards
- 4) Background Check and Drug Screen
- 5) HIPAA and Bloodborne Pathogen Compliance certification (to be completed in PA Program)
- 6) COVID Vaccine Status

Clinical Reasoning Seminars

This course is a small group learning environment that meets throughout the semester in a designated location. Faculty members will be assigned small groups of students each semester. The faculty facilitators and the student groups will change each semester. Each semester, the faculty facilitator will be responsible for grading the Clinical Reasoning Assignments for their group.

Service-Learning

PA students will be required to complete 5 hours of service-learning activities across the life span (seniors, children, adults) during the first 3 semesters of the Didactic Phase of the Program. Students will be assigned to a service-learning community partner each semester. The activity will not be medically related but will be community based. The goal of the service-learning component is to increase understanding of environmental and social issues that communities and patients face. Increasing understanding of community issues will enable future medical providers to better care for patients. Medicine is not about treating the disease, but rather about treating the patient. Patient management goes way beyond prescribing medication. It encompasses understanding cultural issues and social determinants and assisting the patients with areas that ultimately affect their health. Assignments are dependent on the availability of the community partners and may be impacted by unforeseen circumstances.

12th Street Health and Wellness Center

The 12th Street Health & Wellness Center (12th St. HWC) is a student-run free clinic which provides UAMS students an avenue to learn about, from, and with each other. It is a student-led, interprofessional center which provides services from the UAMS Colleges of Health Professions, Medicine, Nursing, Pharmacy, Public Health, and the Graduate School. The center provides information for healthy living, preventive care focused on heart health, and consultations & screenings for chronic health conditions.

PA students are required to attend two nights each of the first three semesters and once during the Summer II Semester. They are encouraged to volunteer for more evenings, if interested. This invaluable experience will allow them to work in an interprofessional team with students from other healthcare professions, evaluating and managing patients under guidance from a team of interprofessional preceptors.

More information can be found at healthon12th.uams.edu.

Physical Assessment Lab

The Physical Assessment lab typically meets once a week during the Summer I semester. This lab corresponds to the topic being covered in lecture. Each student will be paired off with a student partner to work with throughout the semester. Students will be expected to practice physical examination skills on each other except for the male genitourinary/rectal exam and the female gynecology and breast exam.

Attire for Physical Assessment lab should include shorts, t-shirts, and sports bras for female students. There will also be patient gowns and sheets available for use during lab. Please change into the lab attire prior to arriving at the lab. After lab is completed, please change into your classroom attire for lectures.

Principles of Medicine Lab

Much of the Principles of Medicine Procedural Lab training is conducted on simulated anatomical models and trainers. The initial injection and venipuncture training is also conducted on models, but the PA Program also requires proficiency on human subjects before entering the Clinical Phase of the Program.

Gross Anatomy Laboratory Protocol

The Physician Assistant program is utilizing the Gross Anatomy lab in the Anatomy Teaching Complex. PA students are guests in this facility and are expected to adhere to all rules and regulations and behave appropriately. The cadavers were individuals that dedicated their bodies to medical education and should be treated with the utmost respect. Please treat them as if they were one of your family members. The cadavers will be available outside of class lab time every week. Lab items or human body parts are not to be removed from the lab. Photography of the cadavers is prohibited. Anatomy coats, scrubs and gloves will be required when working with the cadavers. Please be gentle when handling the cadavers and obtain assistance from a faculty member if a cadaver needs to be turned over. The Gross Anatomy Lab and the Physician Assistant program also supply a vast array of plastic anatomical models and cross-sections. Please be careful when handling these models and do not use pens on the models.

PACKRAT

PACKRAT is the Physician Assistant Clinical Knowledge Rating and Assessment Tool. Students will be required to complete the online PACKRAT examination at the conclusion of the didactic training phase and again during the clinical training phase before the Summative Evaluation. The PACKRAT examination is a statistically referenced examination and is used by students for self-assessment purposes. The PACKRAT examination is sponsored by the Physician Assistant Educational Association (PAEA) and is updated regularly by a panel of expert educators and clinicians. The PA Program pays for all expenses related to this examination.

Summative Evaluation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has established specific *Standards* that each program must ascribe to in order to ensure that graduate PAs are prepared to enter clinical practice upon graduation. One of the *Standards* requires that the program document successful completion of a summative evaluation of each student within the final four months of the program.

The Standards require that the summative evaluation will assess the knowledge, interpersonal skills, patient care skills, and professionalism required to enter clinical practice. The summative evaluation is not simply a review of the previous evaluation outcomes used during the course of the program. It will include a cumulative specialty written examinations, an Objective Structured Clinical Examination (OSCE), a diagnostic interpretation evaluation (i.e., ECG, CXR, CBC, etc.), and medical/surgical procedural testing (i.e., lung and heart sounds, suturing, biopsy, pelvic exam, etc.).

Every student will be required to receive a grade of “Satisfactory” on each component of the summative evaluation to successfully complete this course. If a student does not display proficiency in each area of testing, additional opportunities have been established for the student to retest and/or acquire the required skills prior to graduation.

Capstone Project

The focus of the Capstone Project is to encapsulate the entire didactic and clinical curriculum and is designed to be the culmination of the Physician Assistant educational experience. The Capstone Project is a combination of three major products that are rooted in evidence-based medicine: a written paper, a formal presentation, and the development and presentation of a poster at the UAMS Student Research Day. The Capstone Project involves asking a focused clinical question, which may arise from a specific patient experience encountered on clinical rotations. The Capstone Project demonstrates, not summarizes, mastery of evidence-based medicine skills. It requires an extensive search of the literature in order to collect the highest levels of evidence with which to answer the clinical question. The structure of the written paper and presentation follows that of a formal scientific paper, including introduction, methods, results and discussion sections. The poster presentation is formatted as a classic scientific poster abstract suitable for presentation at a professional conference. The intent of the Capstone Project is to permit the student the opportunity to demonstrate the tremendous knowledge and experience gathered over the previous 28 months of training and to engage in professional dialogue in a multidisciplinary setting. For some Capstone Projects, there may be additional opportunity for publication in a Physician Assistant or other health related peer reviewed journal.

Lockers

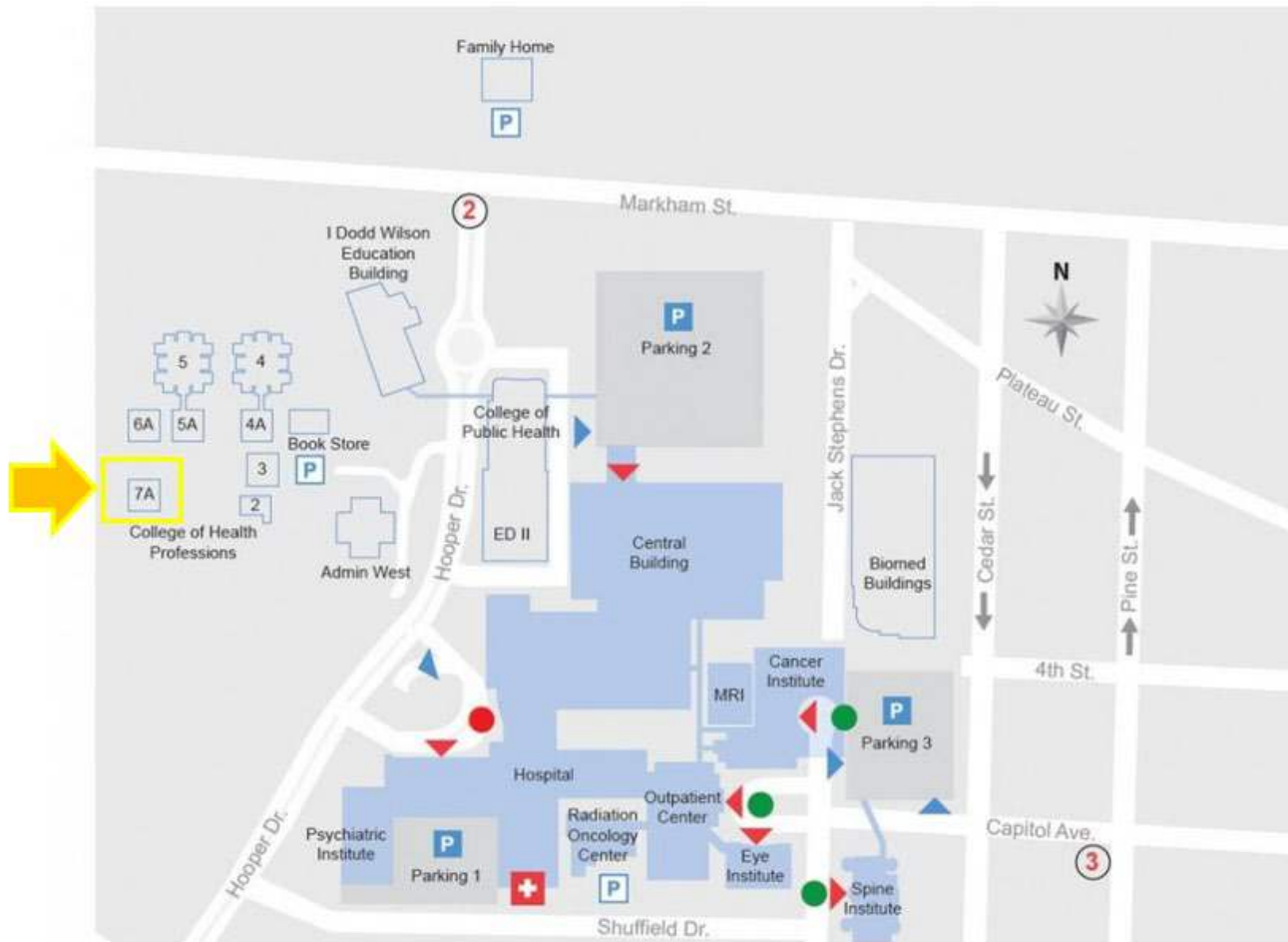
Student lockers are in the PA Program Laboratory building. Each student will be assigned a student locker, but it is the student’s responsibility to purchase a lock for the locker.

Additional Resources

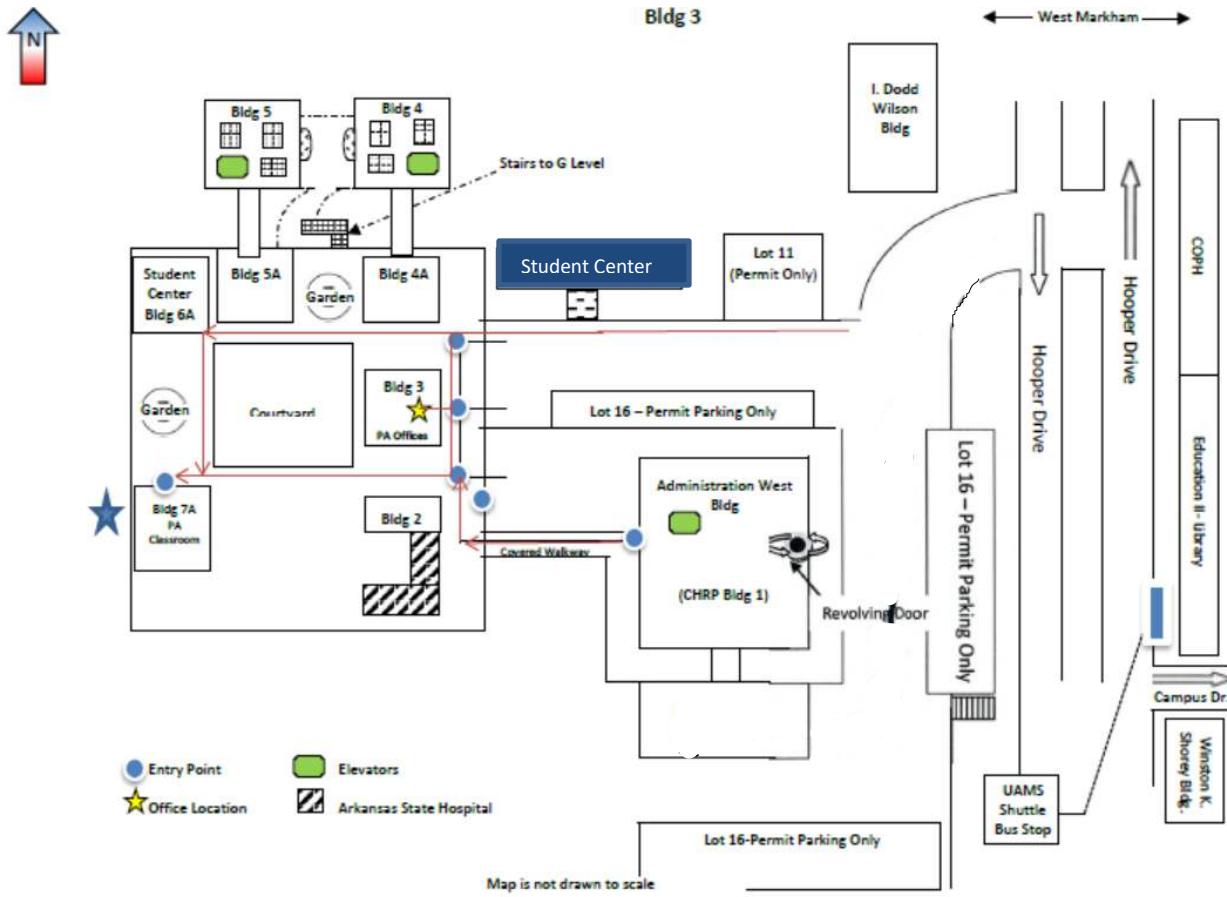


UAMS Campus Map

UAMS CAMPUS MAP



College of Health Professions Map



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 other members of the healthcare 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 physicians and other members of the healthcare team.

I recognize my duty to perpetuate knowledge within the profession.

These duties are pledged with sincerity and on my honor.

UAMS Physician Assistant Program Student Society

The Kelly-Rahn-Turnage Fellowship of Physician Assistant Students (referred to as the KRT Fellowship) is essential for communication with the national student organization in physician assistant education known as the Student Association of the American Academy of Physician Assistants (SAAPA). The society will have a faculty liaison to assist with this process. The purpose of this society is:

- To serve as the official organization of the students of the University of Arkansas for Medical Sciences Physician Assistant Program by promoting academic achievement, clinical excellence, and to promote the physician assistant as a member of the health care delivery team.
- To educate and orient all members of the KRT Fellowship to the concept of the American Academy of Physician Assistants (AAPA).
- To act as a service organization for the University of Arkansas for Medical Sciences Physician Assistant Program.
- To serve as the official liaison between the national and state levels of the AAPA, as well as the University of Arkansas for Medical Sciences Physician Assistant Program.
- To serve as the liaison in establishing and continuing communication between other Physician Assistant student societies and other health care providers.
- To promote cohesiveness between all members of the society for creating a healthy educational environment by facilitating frequent student gatherings on and off campus.

DESCRIPTION OF CLASS OFFICERS AND REPRESENTATIVES

Executive Officers

President

Vice President

Secretary

Treasurer

Representatives

Assembly of Representatives (AOR) representative/alternate

House of Delegates student representative/ SAAAPA delegate

Arkansas Academy of Physician Assistants representative

Student Diversity Committee representative

External Affairs representative

CHP Student Council representatives (2)

All officers and representatives must be members of the American Academy of Physician Assistants (AAPA) and be in good academic standing throughout their time in the PA Program.

President

The president will act as the class president for the entire duration of the class time at the University of Arkansas for Medical Sciences (28 months). The 1st year president will also serve as the president of the Student Society and is the contact person for the society. The president will be responsible for presiding over monthly class meetings, set meeting agendas, coordinate activities of the committees, and keep the membership informed of committee activities. This position can be quite challenging and time consuming. The responsibilities are very diverse and new responsibilities often evolve during the term of the presidency. This position is not for a power-hungry individual. The president must be diplomatic and must always represent the class despite personal feelings or opinions. The president also serves as the liaison between the class and other entities. This individual communicates with the

program faculty, other faculty, other student organizations and the community on behalf of the class. It is also important that the president maintain open lines of communication with all members of the class and his/her/their fellow officers and representatives. The president should keep the other officers informed at all times, and they will keep the president updated on all issues and activities. The person elected to this position is not capable of performing the job single-handedly. He/she/they must be good at delegating and be comfortable interacting with people at all levels. The president needs to be open to class opinions and consider all available information when making decisions. The president needs to be non-judgmental, capable of resolving interpersonal conflict, and be a diplomat. It is essential that the president be a person who is able to recognize and utilize the abilities and strengths of his/her/their classmates.

Delegating and time management are the key components to this position. One characteristic of a good physician assistant is being able to work well with others, and this position is no exception. It is never possible to please everyone, but the president must always do what is best for the class as a whole. The person interested in running for this office needs to realize the level of commitment involved. If one decides to become president, he/she/they must be dedicated to the position and be ready to embrace the challenges ahead. The president cannot place the concerns of the class aside due to personal fatigue or complacency. The primary motivation of this position should be to create a pleasant environment conducive to learning and encouraging tolerance and teamwork in the classroom.

Vice President

The Vice President will serve as the Vice President for the entire duration of the class's time at the University of Arkansas for Medical Sciences. The vice-president will assist the president and preside in his/her absence. The Vice President will work closely with the President. The two officers should supplement each other's abilities. The Vice President has to be a "jack of all trades". He/she should be able to analyze events and their efforts in a particular direction, and the Vice President should be able to work well with different groups of people. The person in this position should be the perfect complement to the President. If utilized correctly, the office of Vice President should be an extension of the President. All of the officers should consult frequently regarding class matters and for general feedback and "brain storming." The person in this position should be an effective communicator. He/she should be able to facilitate and tie together all the parts of the student society government. The position takes initiative. You have to be able to discern what the current needs of the class are, and where the officers' vision should be focused. Many of the duties of this position are assigned by the president as needed. The VP will also serve as a liaison to several committees.

Secretary

The Secretary will serve in this position for the entire duration of class time at the University of Arkansas for Medical Sciences. The secretary will maintain all the records of the student society. The position of the Secretary is essential for any successful society. The Secretary is responsible for recording the minutes of all class and officer meetings. These minutes will be typed and posted within 48 hours of the class meeting for the class to read. Copies should also be forwarded to the faculty advisor and any other persons or groups involved. This position will notify class members of upcoming meetings. The Secretary is also responsible for general correspondence of the student society. The Secretary is responsible for "administrative duties" the executive officers deem applicable to the position of Secretary. The Secretary will also serve as a liaison to several committees. He/she will not serve as the committee chair, but rather as a liaison between the said committee and the executive officers. Although not a large time commitment is required for this office, a dedicated, team effort must be made to successfully fulfill the role and its obligations.

Treasurer

The Treasurer will serve in this position for the entire duration of class time at the University of Arkansas for Medical Sciences. The office of the treasurer is an integral part of the PA student society. It requires from 30 minutes to 3 hours per week depending upon the time of year and class activity. The treasurer is responsible for the following items: Allocated funds, Self-generated funds, Fund-raising, Attending officer meetings, and Supplemental funding/dues. Each class has its own treasurer. However, the 1st year treasurer has the responsibility of representing the entire student society and will ultimately do most of the work. The 1st year class will not have an account until the seniors have graduated. At that time, the 1st years will take over that self-generated account. The society budget (allocated funds) is shared equally among all the classes. Funds from this account must be used for purposes to benefit the entire society and not one specific class. When a class within the PA student society raises its own money, these funds must be deposited in the self-generated account with the university (to be established). Depositing class money in a private banking account will result in the loss of the society's allocated funds. Self-generated funds do not have any spending restrictions. However, spending of this money requires approval by the class. The treasurer also serves as a liaison to several committees.

AOR Representative

The AOR Representative is responsible for the distribution of all SAAAPA (Student Academy of the American Academy of Physician Assistants) information and materials to his/her program. He/she will also serve as a point of contact for the SAAAPA Board of Directors and committees for the entire elected term until a new AOR Representative is elected. The AOR Representative will attend the Assembly of Representatives annual meeting at the AAPA Annual Convention to represent his/her student society. At the annual meeting, the AOR Rep. will create, propose, debate, and vote on motions that represent the current issues facing the SAAAPA. This typically includes two days of meetings where the all-student society AOR Reps. from the attending societies meet. Ideally, these issues will have been discussed within the student societies before the annual meeting so that the AOR can truly speak and vote as a representative of the society. A student society may only have one AOR Representative active on the voting floor during the annual meeting, however a society may elect an alternative to take his or her place should the need arise. The student may current contact the SAAPA senior manager Caitlin Harrison: charri-son@aapa.org; 571-319-4310.

The AOR is a body that is specific to the SAAAPA. There is not an equivalent body of the AAPA.

Additional duties:

1. When the AAPA Annual Conference binder arrives, the AOR Representative should read issues to be voted on, have the class debate the issues, and then vote on the current issues. The AOR Representative should also solicit the class for any additional issues that need to be addressed.
2. Summarize for the class most pressing issues in the monthly AAPA newsletter at each class meeting.
3. Obtain AAPA membership forms and distribute to class.
4. Organize regional and national challenge bowls with 1st and 2nd year students (Be aware of the annual deadline).
5. Work with the class president on the AAPA project of the year (fund raising).

AAPA House of Delegates (HOD) Student Representative

The House of Delegates is the legislative governing body of the AAPA. Meetings are held once a year at the AAPA annual conference. This representative is responsible for the distribution of all HOD information to his/her student society. The HOD representative is responsible for applying in the fall for a voting position at the HOD meeting, which is held at the annual AAPA conference. There are a limited number of HOD student delegate voting slots available; not all student societies will secure one. If the student is granted a voting position, they will have the following duties:

1. Become informed on the issues that will be discussed and debated during the HOD meeting. Regularly discuss these issues with others from your student society. This will allow you to better represent the student voice and inform them about what is going on within the profession.
2. Familiarize yourself with the parliamentary procedures used during House proceedings.
3. Regularly check the email account associated with your HOD delegate application to be sure you receive essential information throughout the year. Leading up to the Conference, email will be the primary method used to inform delegates of the HOD schedule of events.

If the HOD representative does not secure a voting position, they are still encouraged to attend the AAPA conference if able, and to observe the HOD meetings. Either way, they are to report the results of HOD meeting to the class after the conference.

ARAPA Representative

The Arkansas Academy of Physician Assistants (ARAPA) is a chapter of the AAPA on the state level. This organization works with the AAPA to strengthen the physician assistant profession in the state of Arkansas. The person elected to this position should be an Arkansas resident who plans to remain in the state of Georgia after graduation and practice. The goals of ARAPA are similar to those of the AAPA. They serve to educate the public about the role of the physician assistant and strive to enrich the legislative environment for the physician assistant practicing in Arkansas. The ARAPA representative is expected to attend the annual ARAPA meeting that occurs every spring in Little Rock, Arkansas. The ARAPA representative will be responsible for submitting a report about the UAMS PA Program to the ARAPA Board. The board is interested in the issues facing PA students at UAMS and the various experiences that PA students have encountered in clinical rotations. Anyone who plans to practice in the state of Arkansas should consider this position. It is a great opportunity to learn about Physician Assistant state government, meet other practicing PAs in the state, and become involved in an organization in which you will soon become an integral part. Becoming familiar with ARAPA at this point in your education can facilitate your experience as a practicing PA years down the road.

Some additional duties include:

- Obtain ARAPA membership application forms for class.
- Inform class of ARAPA activities at class meetings.
- Inform the class of important dates like ARAPA conference.
- Obtain ARAPA conference registration forms & distribute to class.

Student Diversity Committee Representative

The Student Diversity Committee representative is a liaison between the student society and the SAAAPA Director of Diversity and will act as a representative of all physician assistant students and convey any concerns and issues regarding diversity to SAAAPA. Some of the ideas for the representative include activities involved in minority student recruitment and retention. The representative can set up visits to local community colleges and high schools to recruit minorities into the PA profession. In addition, the student diversity rep can plan events for the minorities in the class to promote retention, such as luncheons and study sessions. There are meetings and events at the national convention that are also beneficial for the representative to attend. The definition of diversity encompasses race, ethnicity, gender, age, socioeconomic status, sexual orientation, disability, and faith. The ideal person for this job would be someone with an interest in diversity issues and who has the ambition to start new projects.

External Affairs Representative

The External Affairs representative will be responsible for coordinating activities and public relations efforts between the society and external groups. This includes other professionals from medicine, physical therapy, occupational therapy, nursing, speech pathology, pharmacy, dietetics, athletic training, psychology and counseling, audiology, etc. This also involves city and state organization, community-related organizations. The external affairs rep will convey any concerns and issues regarding external affairs to the SAAAPA Director of External Affairs. This position will also handle the design, procurement and dispensing to the class of UAMS-approved PA Program materials.

CHP Student Advisory Committee Representatives

Two students from each Physician Assistant class will be elected to serve on the CHP Student Council during the students' enrollment in the Physician Assistant program at UAMS. The CHP Student Advisory Committee is an organization of elected CHP students working for the improvement of existing programs and for the attainment of various new goals set forth by the present council. All students of the CHP are included in the student body organization. The CHP Student Advisory Committee acts as the official voice of the student body. Its objectives include assisting in the development of policies for students in the following ways: communicate policies to students, select representatives to appropriate College committees, and assist in planning student affairs such as social activities, orientation, graduation reception for friends and parents, field trips, orientation reception, and College-wide awards, convocations, or other such student affairs as seems appropriate. They are required to attend each monthly meeting and complete two community service events each semester.

The Rainbow Health Alliance Representative

The Rainbow Health Alliance Representative shall be the liaison between the KRT fellowship and the UAMS Rainbow Health Alliance. This position promotes awareness of issues that may cause healthcare disparities for members of the LGBT+ community, as well as give information regarding upcoming events and volunteer opportunities.

Student Society Historian

The Student Society Historian is responsible for capturing and collecting photographs of student gatherings and events so that they may be cataloged and added to the online program scrapbook. This position serves to collect the casual and fun photos from class gatherings as a way for students to have a memory of their time in the program. The program will take professional photos, which are not the responsibility of the historian.

12th Street Representative

The 12th Street Representative shall be the liaison between the 12th Street Health and Wellness Center and the KRT society. They will communicate to the class events and volunteer opportunities as they arise, as well as communicate with the 12th street director on behalf of the class.