

Department of Physician Assistant Studies



Didactic Phase Manual
Class of 2028

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Message from the Program Director

Welcome, Class of 2028!

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

Associate Professor

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), 3325 Paddocks Parkway, Suite 345 Suwanee, GA 30024. 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 individuality
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

The UAMS Master of Physician Assistant Studies Program has established three goals that guide program development and student learning. We continuously assess our effectiveness in meeting these goals through systematic data collection and analysis. Further information on these goals can be found on the PA Program website.

1. Prepare graduates to practice evidence-based, patient-centered clinical medicine in diverse healthcare settings
2. Prepare graduates to demonstrate professionalism, commitment to ethical practice, and readiness for entry-level PA practice
3. Prepare graduates to collaborate effectively within interprofessional teams and support access to care for diverse populations

Competencies for the Physician Assistant Profession

The UAMS Physician Assistant Program Competencies define the knowledge, skills and professional behaviors that graduates are expected to demonstrate upon completion of the program. These competencies are aligned with ARC-PA Standards (5th Edition), the [2021 Competencies for the PA Profession](#), and the [2019 Core Competencies for New Physician Assistant Graduates](#). They guide curriculum design, student assessment and continuous program improvement.

Medical Knowledge

Graduates will demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.

1. Apply knowledge of anatomy, physiology, pathophysiology, pharmacology, microbiology, and clinical medicine to patient assessment and management.
2. Integrate clinical guidelines, scientific evidence, and best practices into diagnostic and therapeutic decision-making.
3. Recognize the influence of genetic, environmental, developmental, and social factors on health and disease.

Interpersonal and Communication Skills

Graduates will demonstrate interpersonal and communication skills that result in effective information exchange and collaboration with patients, families, and healthcare teams.

1. Communicate effectively, respectfully, and empathetically with patients and families from different backgrounds.
2. Collaborate with interprofessional team members to provide coordinated care.
3. Document and present clinical information clearly, accurately, and professionally.

Patient-Centered Clinical Care

Graduates will provide safe, effective, and equitable patient care across the lifespan in different clinical settings.

1. Elicit accurate patient histories and perform appropriate physical examinations.
2. Perform diagnostic and therapeutic procedures appropriate to the clinical setting and level of training.
3. Formulate differential diagnoses and develop evidence-based management plans.
4. Provide preventive care and health education tailored to individual needs and health literacy levels.
5. Demonstrate patient engagement and shared decision-making.

Professionalism and Ethical Practice

Graduates will demonstrate a commitment to ethical principles, integrity, compassion, and professional accountability.

1. Adhere to legal and ethical standards of practice.

2. Apply ethical principles by respecting patient autonomy, privacy, and confidentiality during all aspects of patient care.
3. Demonstrate cultural humility and sensitivity in all professional interactions.

Systems-based and Reflective Practice

Graduates will apply clinical reasoning and problem-solving skills to develop and implement evidence-based care. They will engage in reflective practice, use health information technology, and participate in quality improvement within healthcare systems to optimize patient outcomes.

1. Apply clinical reasoning and problem-solving skills to analyze clinical data and prioritize patient care decisions.
2. Utilize evidence-based resources to guide clinical decision-making.
3. Reflect on personal performance to identify strengths and areas for improvement.
4. Participate in quality improvement, patient safety, and system-level initiatives.

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 patient autonomy and individuality by being culturally aware of patient differences that influence health care and apply that cultural knowledge and skill to better care for varied 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 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.

Program Cost — Class of 2028 (May 2026 to August 2028)

The listed costs are all approximate for a student progressing normally through the UAMS PA Program and all costs are subject to change.

Direct Costs	Year One	Year Two	Year Three	Total Direct Costs
Flat Rate Tuition	\$21,210 residents \$33,405 non-residents	\$21,210 residents \$33,405 non-residents	\$7,070 residents \$11,135 non-residents	\$49,490 residents \$77,945 non-residents
Lab Fee	\$1,350	\$1,350	\$450	\$3,150
Standardized Patient Fee	\$255	\$255	\$85	\$595
Diagnostic Equipment Fee (Summer I)	\$1,200			\$1,200
Graduation Fee (Summer III)			\$70	\$70
Student Health Fee (Fall and Spring only)	\$290	\$290		\$580
Student Transportation Fee (Fall and spring 100%, Summer 50%)	\$195	\$195	\$39	\$429
Technology Fee (Fall and Spring only)	\$248	\$248		\$496
University Services Fee (Fall and Spring only)	\$1,000	\$1,000		\$2000
Student Activity Fee (Fall and Spring only)	\$50	\$50		\$100
Total Direct Costs	\$25,798 residents \$37,993 non-residents	\$24,598 residents \$36,793 non-residents	\$7,714 residents \$11,779 non-residents	\$58,110 residents \$86,565 non-residents
Indirect Costs	Year One Costs	Year Two Costs	Year Three Costs	Total Indirect Costs
Textbooks and Laptop Computer	\$3,288	\$375		\$3,663
Initial Background Check/Drug Screen	\$96.74			\$96.74
Housing, Meals, Personal & Misc	\$29,183	\$29,183	\$7,245	\$65,611
Transportation	\$4,189	\$4,189	\$1,047	\$9,425
Health Insurance	\$3,612	\$3,612		\$7,224
Total Indirect Costs	\$40,368.74	\$37,359	\$8,292	\$85,019.74
Overall Total Costs	\$66,166.74 residents \$78,361.74 non-residents	\$61,957 residents \$74,152 non-residents	\$16,006 residents \$20,071 non-residents	\$143,129.74 residents \$171,584.74 non-residents

Clinical Rotation Information

Housing is rarely required for clinical rotations due to the availability of placements through UAMS regional programs. Students are encouraged to maintain housing in the Little Rock area throughout their clinical education. On occasion, a student may incur temporary housing costs when assigned to a distant clinical site; these costs are typically limited to short-term accommodations such as a hotel stay, with an estimated cost of approximately \$3,100 for 4.5 weeks in an average hotel in Camden, Arkansas. Additional information is available on the UAMS Student Financial Services Website <https://students.uams.edu/financial-services/> including Cost of Attendance Student Budgets located here: <https://students.uams.edu/financial-services/financial-aid/financial-aid-basics/>

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 their aid. If the student has not earned 100% of their 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 reveal 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 illicit 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 or test positive for illicit substances will not be permitted to enroll in the program. Enrolled students who refuse drug testing required by the program or test positive for illicit substances 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 final grade of Pass on the Summative Evaluation, which assesses student medical knowledge and clinical skills.

7. Meet all patient and technical skill requirements, as identified in the Clinical Phase Patient and Technical Skills Requirements section.
8. Completion of all Interprofessional Education (IPE) Milestones, as required by the University.
9. Payment in full of all financial obligations to the University.
10. Required attendance at the CHP Commencement Ceremony and the PA Valediction Ceremony. In rare extenuating circumstances, exceptions may be considered and require approval from the P & A Committee.
11. 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 five 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 comply with the End of Rotation remediation limits as noted in the End of Rotation Examination Remediation section. Failure of three or more EOR exams will be considered unsatisfactory.
4. Students must obtain a satisfactory evaluation on all required non-letter graded assignments, projects, practical examinations, and reflections.
5. 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. Refer to Leave of Absence Policy. Students will not be allowed to advance to the clinical phase of the program until all grades of “incomplete” in didactic courses are resolved. In alignment with the [College of Health Professions Policy 01.16.01 Degree Time Limits](#), students must complete degree requirements within 52 months (two years beyond the published time to degree).

Didactic Phase Remediation

The PA Program faculty advisers 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 adviser 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 adviser and student develop an initial plan of action.

DIDACTIC COURSE REMEDIATION

1. Upon a student earning a letter grade of D in a didactic course, the student is placed on academic probation. The director of the course meets with the director(s) of didactic education to identify content gaps and areas needing remediation. Due to the program's detailed individual exam remediation protocol, students often successfully remediate many of their knowledge gaps during the course.
2. Any outstanding gaps needing remediation are addressed in a plan created by the course director and director(s) of didactic education, and the plan is reviewed by the Program Director and approved by the Associate Dean for Academic Affairs.
 - a. Course remediation plans can include meetings with the course director to review content, assignments consisting of reviewing course resources including Osmosis videos and course texts, and reassessment of the knowledge gaps through multiple choice or free response assessments. Recommendations to utilize academic coaching, peer tutoring, UAMS student wellness services, and testing accommodations are included in the plan as appropriate. As the program is dedicated to individualized, student-centered remediation, the specific elements of course remediation during the didactic phase are customized to each individual learner's needs.
3. The student is notified in writing of their need to remediate a course within the first week of the subsequent semester. The remediation plan, including a timeline for completion, is included in the letter and is signed by the Program Director and the director(s) of didactic education.
4. The student is required to review the letter and sign and return it. The student then meets with the director(s) of didactic education and their faculty adviser to review their standing in the program and discuss any questions about the remediation plan.
5. Upon successful remediation of a course, the course director notifies the student, director(s) of didactic education, and the student's adviser via email, and this is saved to the student's file on Box.
6. If a student does not successfully complete the course remediation plan according to the timeline set in the letter, the P & A committee reviews the student's standing in the program and consider options including dismissal, continued academic probation, and professionalism warnings.

DIDACTIC GPA REMEDIATION

1. At the end of each semester, the P&A committee meets to review and finalize student grades. If at this meeting a student is found to have a semester GPA below 2.75, the student is placed on academic probation.
2. At that meeting, the committee discusses the student's performance and receives input from the course directors for that semester as to areas needing improvement in that student's medical knowledge and skills.
3. Any outstanding gaps needing remediation are addressed in a plan created by the committee and director(s) of didactic education, and the plan is reviewed by the Program Director approved by the Associate Dean for Academic Affairs.
 - a. The plan can include meetings with necessary course directors to review content, assignments consisting of reviewing course resources including Osmosis videos and course texts, and reassessment of the knowledge gaps through multiple choice or free response assessments. Recommendations to utilize academic coaching, peer tutoring, UAMS student wellness services, and testing accommodations are included in the plan as appropriate. As the program is dedicated to individualized, student-centered remediation, the specific elements of GPA remediation during the didactic phase are customized to each individual learner's needs.
4. The student is notified in writing of their need to remediate a GPA of less than 2.75 within the first week of the subsequent semester. The remediation plan, including a timeline for completion, is included in the letter and is signed by the Program Director and the director(s) of didactic education.

5. The student is required to review the letter and sign and return it. The student then meets with the director(s) of didactic education and their faculty adviser to review their standing in the program and discuss any questions about the remediation plan.
6. Upon successful completion of the remediation plan, the director(s) of didactic education notifies the student and the student's adviser via email, and this is saved to the student's file on Box.
7. If a student does not successfully complete the GPA remediation plan according to the timeline set in the letter, the P & A committee reviews the student's standing in the program and consider options including dismissal, continued academic probation, and professionalism warnings.

**** In the event that a student earns a D in a course and a semester GPA below a 2.75, the director(s) of didactic education will work with the P&A committee and the course director to create a remediation plan incorporating all necessary items from the procedures above.****

Exam 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 75.0%.
- 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 75.0%. 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 adviser.

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, the P & A committee may consider further disciplinary action.

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.

Exam Reflection: 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 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.

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 which will be reviewed by the Associate Dean for Academic Affairs as appropriate.

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, 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 as described above.

NOTIFICATION OF ACADEMIC WRITTEN WARNING OR PROBATION

A student receiving an 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.

REMEDIATION 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 adviser, Education and Student Success Center Learning Specialist, and Program Director. 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 student fails four End of Rotation (EOR) exams of different clinical rotations.
- 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 the Office of the University 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, 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 adviser in how to approach the situation. The adviser 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 Academic Affairs Grievance Procedure for Students Alleging Discrimination ([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.

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 Statement ([Policy #2.1.3 linked here](#)).

Hazing Policies

The PA program adheres to the UAMS Academic Affairs Hazing Policy ([12.1.03 linked here](#)) and Hazing Awareness and Prevention Program ([12.1.04 linked here](#)).

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	Either negative IRGA (T-spot or QuantiFERON Gold) OR Negative two-step PPD (TB skin test) within 12 months of the anticipated matriculation*

COVID While COVID-19 vaccination is not required by UAMS, it is strongly encouraged for all students. However, some clinical sites may mandate COVID-19 vaccination. In such cases, students must be fully vaccinated to complete their clinical rotations at those sites. Failure to obtain the required vaccinations may result in a delay of graduation.

***The PA Program also requires that enrolled students obtain an annual influenza vaccine and TB screening via screening questionnaire.** (Reference: [UAMS Academic Affairs Policy 1.4.2 Student Health Screening](#)) Some clinical sites require additional tuberculosis **testing** and screening questionnaire alone will not be accepted.

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 current UAMS Catalog for the full policy at this [link](#).

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

- UAMS Protection Against Occupational Exposure to Hepatitis B Virus (HBV) 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

Disability Support

UAMS is committed to providing equal access to learning opportunities to students with disabilities. To ensure access to any class or program, please contact the ADA Coordinator to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings. Accommodations are not applied retroactively. Students are encouraged to register with the ADA Coordinator's office as soon as they begin their program or as soon as the student recognizes their need for an adjustment.

UAMS encourages students to access all resources available through the ADA Office for consistent support and access to their programs. More information can be found online at <http://students.uams.edu/ada-disability-services/> or by contacting the disability services office at (501) 526-5641 or by emailing disabilityservices@uams.edu.

HIPAA Compliance

PA students will be required to complete a HIPAA compliance-training program offered by UAMS annually on Workday. 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 on Workday 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 and Communications

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.

The UAMS PA Program faculty are available during regular work hours (8:00 am – 4:30 pm) and can be reached via Microsoft Teams and email. Students may also schedule in-person meetings with faculty when necessary. Faculty strive to respond to all electronic communications within one business day. For urgent matters outside of these hours, students may contact faculty through the same channels, and every effort will be made to respond in a timely manner. To support work-life balance for both faculty and students, we encourage students to refrain from reaching out outside of work hours for non-urgent inquiries.

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, Gross Anatomy 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 a granted exception. 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, academic theft, and prohibited use of generative artificial intelligence 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 assessment content with other students, current or future
 - Providing or receiving any information on an exam or other assessment 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 (AI) during the didactic phase of the PA Program on any assessment, assignment, or during other programmatic activities is prohibited unless otherwise communicated.

Professionalism

Professionalism is an essential component of being a good medical provider. In matriculating into the PA Program, each student is training to become 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 individuality.

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/>

The student's academic adviser will complete a didactic phase Professionalism Evaluation rubric (see next page) at the end of each semester of the didactic phase. Students must demonstrate an overall satisfactory rating ($\geq 80\%$) on the Professionalism Evaluation throughout enrollment in the PA Program as a requirement for graduation.

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

Student: _____ Evaluation Date: _____

Adviser: _____ 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, culture, race, sexual orientation, religion, disability and socio-economic status	Generally treats all persons with respect, may struggle to use appropriate titles. Generally treats all persons with dignity, and compassion, regardless of age, gender, culture, race, sexual orientation, religion, disability and socio-economic status	Has ≥ 1 documented egregious or repeated instance for failure to treat all persons with respect, dignity, and compassion due to age, gender, culture, race, sexual orientation, religion, disability and socio-economic status
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.

Score: _____ Total possible: 30 points

Satisfactory: 24 points (80%)

Additional comments:

Academic Advising

All students enrolled in the PA Program are assigned a faculty adviser (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 adviser and student to be acquainted. During the didactic phase, the student and adviser will also schedule 2 individual meetings each semester. Additionally, the student may consult faculty advisers for any reason. Faculty advisers are present to assist the students and be advocates for the students to improve their success in the program. Most advisers 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 ADVISER

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. Evaluate student at the end of each didactic semester using the Professionalism Evaluation rubric.
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 adviser 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 adviser **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, PA Day at the Capitol, CHP 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. Monday through Friday, with exams beginning as early as 7:30 A.M.** Attendance may be taken at any point during any mandatory activity. Attendance and promptness are aspects 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.

Absences, either excused or unexcused, exceeding 40 hours during the didactic phase 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 required 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 and could result in disciplinary action as determined by the program P & A committee.

Didactic Leave of Absence Policy

The Program follows the UAMS Academic Affairs Student Leave of Absence Policy ([2.2.10](#)) for all student requests. Students must review and comply with the University policy regarding eligibility, documentation requirements, approval processes, and the length and conditions of an official Leave of Absence.

TEMPORARY LEAVE OF ABSENCE

A PA Program Temporary Leave of Absence is a temporary pause in attendance that does not delay progression in the program's lock-step curriculum. The enrolled student is considered "active" and still enrolled in all coursework. Students may request a temporary leave of absence through the absence request form process described in Attendance Policy. Temporary leaves of absence will be reviewed by the Senior Leadership Team and may be granted if deemed necessary and appropriate. Due to the fast-paced and lockstep nature of the PA Program curriculum, a temporary leave of absence must not last for more than 20% of a course (i.e. 3 weeks in a 15-week didactic semester), and the student will still be responsible for all missed coursework and assignments.

EXTENDED LEAVE OF ABSENCE

The PA Program considers any leave that extends for more than 20% of a course offering to be an extended leave of absence. Refer to the Student Leave of Absence Policy for University-defined leave of absence terms, and procedures for requesting an Official Leave of Absence, Departmental Leave of Absence, or Institutional Leave of Absence. Because all didactic courses occur in a prescribed sequence and are only offered once annually:

- A student who cannot complete a didactic semester prior to the start of the next semester must re-enter the curriculum at the next time the incomplete coursework is offered, which may require up to a one-year delay.
- For students reentering the Program one year later, the Program will require students to undergo assessment of academic readiness prior to reentry, and may assign review, remediation, or repetition of coursework as needed.
- Students must resolve all grades of Incomplete (I) before progressing to the next didactic semester or entering the Clinical Phase.

RETURN FROM LEAVE

Students must meet all program and University requirements for re-entry, including compliance, academic readiness, and the ability to rejoin the curriculum at an appropriate point based on course sequencing and rotation availability. In alignment with the College of Health Professions Degree Time Limits Policy ([Policy #01.16.01](#)) students must complete degree requirements within 52 months (two years beyond the published time to degree).

Classroom Etiquette

Participating in a shared academic environment is an important aspect of professionalism. Failure to respect the expectations for professional classroom etiquette may result in disciplinary action at the discretion of the P&A Committee. 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 their 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 and smart devices are to be silenced and put away before entering any educational activity except when permitted by instructors. Answering phones and texting are not permitted.
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. Appropriate closed-lid 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.
10. Restroom breaks are scheduled every 50 minutes between lectures. Students are expected to use the restroom at this time and not during class time.

Virtual Etiquette

If attending virtually, 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)

Students are expected to visibly follow the classroom dress code when attending virtually

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. Anatomy 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 must be worn when on clinical experiences.
5. UAMS identification badge 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, low 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 through appropriate communications 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. If necessary due to a late arrival, additional time will be granted at the discretion of the Director(s) of Didactic Education and the Course Director(s).

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 other classroom on campus), 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 devices (including but not limited to watches and glasses) must be turned OFF and remain with student belongings outside of the testing environment.
5. Students are to approach the proctor's table if they have a problem with their computer – only one student 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 students enter the exam environment.
3. Students are to maintain their eyes on their 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, students are to submit their exam and close the examination platform. Students are to 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 and exited the room.
9. Congregation outside of the classroom, including outside the building, while the exam is in process is prohibited.

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 devices (including watches and glasses) must be turned OFF and remain with student belongings outside of the testing environment.
5. Students are to approach the testing administrator if they have a problem with their computer.
6. Students are to be in their seats, with the computer on, and signed into the examination platform 5 minutes before 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. Students are to maintain their eyes on their 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, students are to submit their exam and close the examination platform. Students will 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. Course Directors utilize the test item analysis to determine the quality of exam questions. Faculty will perform test item analysis and post grades to Blackboard within 1 week of the exam. Once grades are posted, students that meet criteria for Exam Remediation or Exam Reflection are required to follow the procedures listed under Didactic Phase Remediation.

WRITTEN EXAMINATION REVIEW PROTOCOL

An exam review will be available immediately after each exam. A raw score will be shown at the time of the review and is subject to change based on the test item analysis performed by the faculty. This time is an opportunity to understand material missed on the examination. 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. Students may request an individual appointment to review the exam at the discretion of the course director. Note taking is permitted during exam reviews; 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. After exam grades are posted on Blackboard, an optional exam review session will be held. During this session, students may attend, review their exam, and submit appeals. Appeals must be submitted via the appeals form in the Didactic Phase Organization on Blackboard during the exam review session to be considered. If a student is unable to attend the review but would like to submit an appeal, they must notify the course director(s) before the session and set up an alternative time for review. For final exams, no class-wide review sessions will be held, and appeals will not be considered.

Appeals must include a description of the question, a description and rationale for the proposed alternate answer, and reliable references cited. Reliable references include assigned textbook/reading materials by course director and course PowerPoint presentations. (NOTE: Assigned textbooks are considered the authoritative source.) Appeals will not be accepted for practical exams, OSCEs, written assignments, Capstone project, or Summative Evaluation. The Course Director(s) will review all appeals and notify the student of the result within 1 week of submission. If appropriate rationale is provided, this may result in the question value being awarded to the student who submitted the appeal.

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 UAMS Academic Affairs Policy ([Policy #2.1.1](#)) regarding Social Networking. Excerpts from the policy are as follows:

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 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](#).

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](#).

Title IX Sex/Gender-based Nondiscrimination Policy

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. For more information, refer to [UAMS Administrative Guide 3.1.48](#).

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 2 (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 Medicine	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) 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 51451—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 Medicine 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.

Surgical Medicine 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 women's healthcare, encompassing both gynecological and obstetric care. Emphasis will be on eliciting and performing the gynecological and obstetric history and physical examination, screening techniques, diagnostic procedures, and management plans. Key areas of focus include contraceptive counseling and management, menstrual abnormalities, pre-natal and post-natal care, labor and delivery, infertility, sexuality issues, menopause, and sexually transmitted diseases. This experience provides exposure to acute, chronic, and follow-up care across the lifespan in women's health.

PHAS 59003--Elective Rotation I

PA Student will be permitted to select an area/ discipline of medicine in which they desire 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 they desire 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 and are listed in each course's syllabus. 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 are available online 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 learning outcomes, instructional objectives, course outline, PA competencies, and required and recommended textbooks. Syllabi are posted on Blackboard in the corresponding course.

Instructional Objectives

Each course in the Didactic Phase has instructional objectives for each lecture, laboratory, and simulation. The faculty reviews instructional objectives on a routine basis. The assigned readings with corresponding textbook pages are at the bottom of each lecture. For courses with exams, all questions assess specific instructional objectives, thus allowing students to focus the area of study and providing the faculty with guidance in preparing

the lecture. Lecture material that is not an instructional objective may be important to clinical practice but will not be covered on course examinations.

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.

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 8:00 a.m. to 5:00 p.m. Monday through Friday.** 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, and students are to take care of it with respect.

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. Students are to make sure that the classroom is free of garbage when leaving at the end of the day and 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 UAMS Simulation Center throughout the didactic and clinical phases of the program. The Simulation Center 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. Clinical Reasoning Practicals and Objective Structured Clinical Examinations (OSCEs) are scheduled in the Clinical Skills Center throughout the didactic phase. 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 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

Students with testing accommodations may take their exams in the Testing Center on the 3rd floor of the Library. It is expected that all students follow the policies and procedures of the Testing Center, as well as all examination procedures listed in this manual.

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. 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 their 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 appropriately documented:

- 1) Current BLS-HCP certification
- 2) Current Immunization Status (*in compliance with UAMS SEHS*)
- 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 (*in compliance with UAMS SEHS*)

Clinical Reasoning Course

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 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. Students are to change into the lab attire prior to arriving at the lab. After lab is completed, students are expected to change into their 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 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 utilizes the Gross Anatomy lab in the Anatomy Teaching Complex for a weekly cadaver lab experience with human donors. PA students are guests in this facility and are expected to adhere to all rules and regulations and behave appropriately. Students will have access to the lab facilities outside of class time. 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. Students are to be gentle when handling the cadavers and obtain assistance from a faculty member if needing to move cadavers. The Gross Anatomy Lab and the Physician Assistant program also supply a vast array of plastic anatomical models and cross-sections. Students are to be careful when handling these models and 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. The Standards require that the program documents 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 includes the PAEA End of Curriculum Exam, an Objective Structured Clinical Examination (OSCE), 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

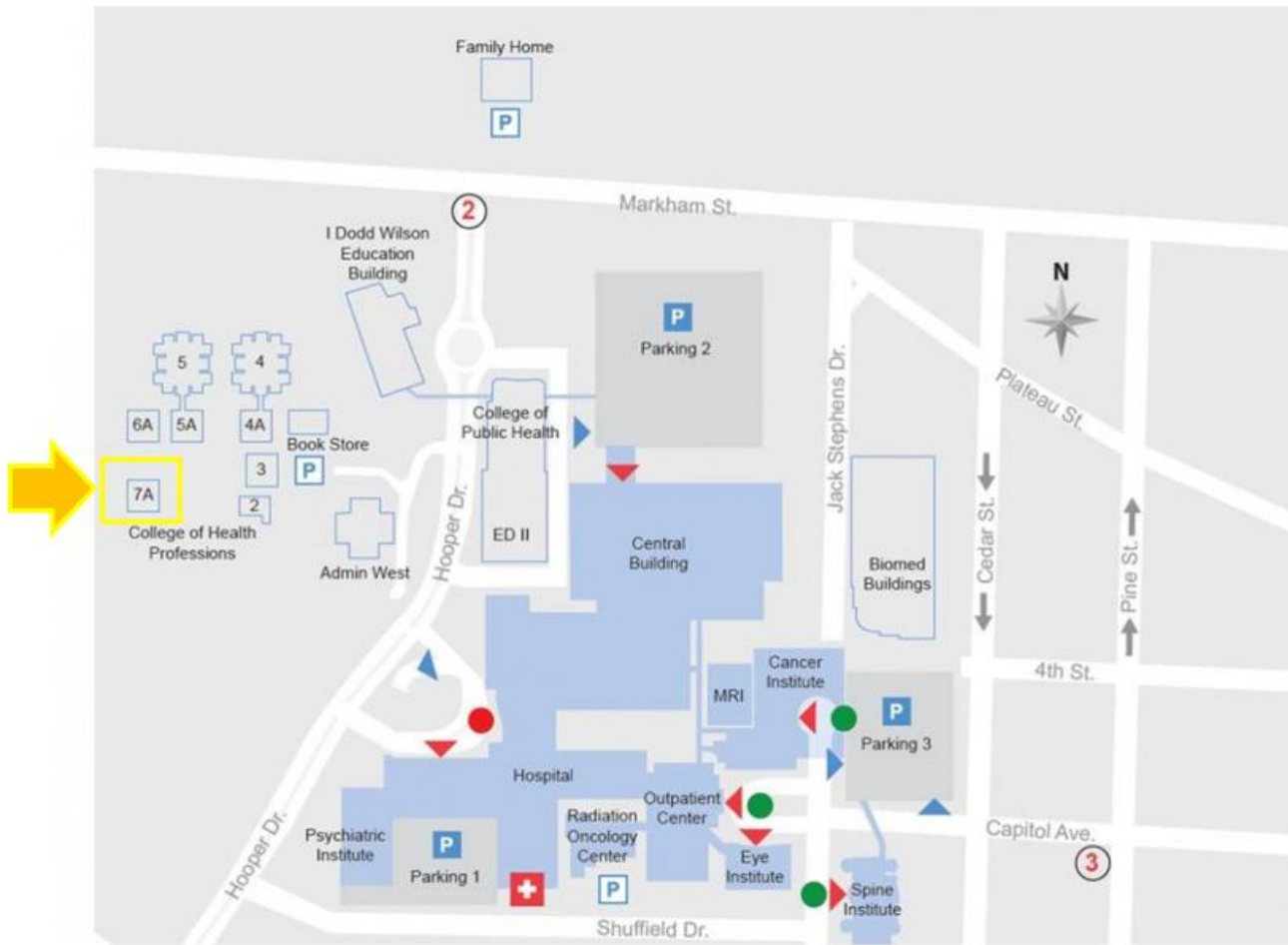
Student lockers are in the PA Program Laboratory building. Each student will be assigned a student locker, but it is the student's responsibility to purchase a lock for the locker.

Additional Resources

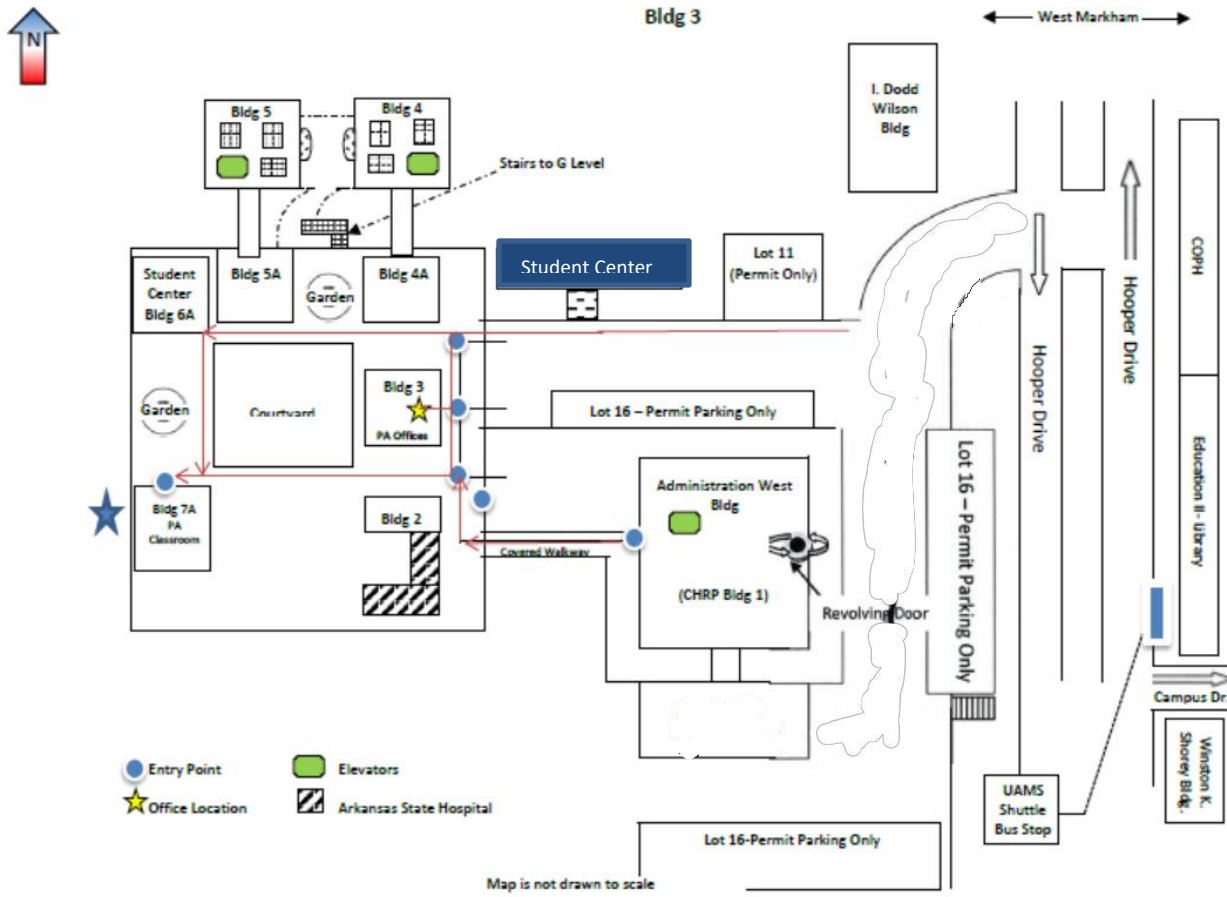


UAMS Campus Map

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

**All officers will serve in their position for the entire duration of their enrollment unless otherwise noted.*

Executive Officers

President

Vice President

Secretary

Treasurer

Representatives

Assembly of Representatives (AOR) Representative

House of Delegates Student Representative/SAAAPA Delegate

Arkansas Academy of Physician Assistants (ARAPA) Representative

Student Diversity Representative

External Affairs Representative

CHP Student Advisory Committee Representative (2)

Rainbow Health Alliance Representative

Student Society Historian

Lifestyle Medicine Interest Group Representative

Outreach Chair

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. Officers are expected to provide mentorship and structured transition support to the incoming class officers assuming their role, ensuring continuity of responsibilities and organizational effectiveness.

President

The President serves as the primary contact for the organization. Responsibilities include leading monthly class meetings, setting agendas, and coordinating committee activities. The President acts as a liaison between the class and program faculty, other organizations, and the community and communicates on behalf of the class.

This role requires organization, time management, and the ability to delegate. The President works closely with other officers and representatives, maintains open communication with classmates, and considers class input when making decisions. The President should be able to work well with others, handle conflict professionally, and represent the class as a whole.

Additional responsibilities of the KRT President may include:

- Providing primary oversight and coordination for the Heroes Against Hunger 5K event
- Delivering remarks at the Heroes Against Hunger 5K Check Presentation Ceremony
- Addressing newly matriculated didactic students during their White Coat Ceremony in the President's third year
- Delivering a speech to classmates at the Valediction Ceremony

Vice President

The Vice President works closely with the President in support of the needs and duties of that role. Additional responsibilities include chairing the KRT Fellowship when the President is unavailable, planning PA week celebrations during the didactic year, and assisting with class initiatives as needed. The Vice President helps coordinate efforts across officers and committees, maintains communication between groups, and serves as a liaison to selected committees.

This role requires flexibility, initiative, and strong communication skills. The Vice President should be able to identify class needs, help organize efforts, and work effectively with a variety of people.

Secretary

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.

Treasurer

The Treasurer manages the class and student society finances. Primary responsibilities include establishing and managing the class bank account, overseeing both allocated and self-generated funds, and ensuring appropriate use of funds. The Treasurer tracks income and expenses, manages dues and supplemental funding, and provides updates to the class as needed. The Treasurer also manages funds and supplies for the cantina and is the leader of fundraising efforts for the Heroes Against Hunger 5k.

This role requires organization, attention to detail, and clear communication. The Treasurer works with class officers and serves as a liaison to selected 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 the program. The AOR Representative will have an active term from July 1 of their didactic year to June 30th of the following year. The roles of the AOR Representative are to participate in the quarterly AOR phone calls, read emails from the AOR and share the information with the class, report the results of the debates and votes in the AOR meeting to the class, and mentor the incoming AOR representative. It is the responsibility of the AOR representative to contact SAAPA after they are elected to make sure they are included in all AOR calls and emails.

AAPA House of Delegates (HOD) Student Representative

The House of Delegates is the legislative governing body of the AAPA. The HOD Representative will represent the student interest within the House of Delegates. The role has an active term from July 1 of their didactic year to June 30th of the following year. Meetings are held once a year at the AAPA annual conference. This representative is responsible for the distribution of all HOD information to their 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 their student society in order to better represent the student voice and inform them about what is going on within the profession.
2. Familiarize themselves with the parliamentary procedures used during House proceedings.
3. Regularly check the email account associated with their HOD delegate application to be sure they 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. The primary responsibility is to report the results of HOD meeting to the class after the conference.

ARAPA Representative

The Arkansas Academy of Physician Assistants (ARAPA) is a constituent organization 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 Arkansas 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 quarterly ARAPA Board of Directors (BOD) meetings and the annual CME Conference. The ARAPA representative will be responsible for providing updates about the UAMS PA Program to the ARAPA BOD. Additional duties may include:

- Assist in registering the class as ARAPA Student Members (membership cost provided by the Program)
- Inform class of ARAPA activities at class meetings
- Inform the class of upcoming ARAPA events and scholarship opportunities
- Facilitate the ARAPA Student Spotlight of the Month nomination and relay information to the ARAPA Communications Committee Chair in a timely manner

Student Diversity Representative

The Student Diversity Representative serves to support individuality of the students in order to promote cohesiveness and acceptance among the class. This role develops, curates, and shares information related to individual issues that may influence health-care delivery across different populations. The Representative promotes awareness of initiatives on the UAMS campus by communicating upcoming events, opportunities, and topics of relevance. This role should also provide information of off-campus support networks for individual interests that may be appropriate for other classmates. Because this position is highly adaptable, students are encouraged to shape it in a way that reflects the class's interests, strengths, and passion for advancing all-embracing practices.

External Affairs Representative

The External Affairs Representative serves as the primary liaison between the class, the community, and external audiences. This role manages all social media content for the UAMS Physician Assistant Program using the UAMS approved Facebook and Instagram platforms, ensuring posts are accurate, engaging, and aligned with institutional guidelines. The Representative also acts as the communications and promotions point person for the Heroes Against Hunger 5K, assisting with outreach, marketing materials, and event visibility. In addition, this position is responsible for designing, coordinating, and managing class apparel orders, including vendor communication, order organization, and distribution.

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 LGBTQIA+ 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 Representative will be responsible for compiling appropriate casual photos into a slideshow that will play while guests are arriving at the Valediction ceremony. 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 Board of Directors and PA Program Faculty 12th Street Coordinator on behalf of

the class. The 12th Street Representative is encouraged to run for a position on the 12th Street Student Board of Directors in the spring of their didactic year.

Lifestyle Medicine Interest Group Representative

The Lifestyle Medicine Interest Group Representative will be responsible for representing the Physician Assistant Program in the UAMS Lifestyle Medicine Interest Group (LMIG), which is a part of the American College of Lifestyle Medicine. There is one representative per PA student class. The representative should have an interest in lifestyle medicine and want to promote the use of evidence-based lifestyle therapeutic intervention to help prevent, treat, and reverse chronic disease. He or she will also attend executive committee LMIG meetings and report back to the LMIG members of the Physician Assistant program. The representative will help the LMIG director to plan and organize LMIG events on campus, as well as communicate with the PA program about health and wellness opportunities available to members. They will collaborate with the CHP PA Faculty Liaison to help incorporate the other programs in CHP to become more involved with the LMIG on the UAMS campus. Ultimately, the goal of the positions is to help promote and spread awareness of lifestyle medicine.

Outreach Chair

The Outreach Chair is responsible for promoting awareness of the Physician Assistant (PA) profession and the UAMS PA Program through intentional community and educational engagement. This officer will coordinate and lead outreach initiatives by organizing speaking engagements at community schools and undergraduate institutions. The Outreach Chair will work closely with faculty, current students, and community partners to schedule presentations, develop age-appropriate educational materials, and recruit student volunteers to participate in outreach events. The Outreach Chair will maintain timely and proactive communication with faculty regarding any events.

CLINICAL MANUAL RESOURCES

Clinical phase patient and technical skills requirements are listed below and must be met during the clinical phase as a requirement of graduation. This represents the number of required patient types, visit types, and procedures that must be met throughout the clinical phase as well as within each rotation type. Choice of elective rotations may be forfeited by the student to reach all patient and technical skills requirements if warranted.

Clinical Phase Patient and Technical Skills Requirements

Must be met within the clinical phase -

Patient Populations:

Infant	5
Child	20
Teenager	30
Adult	500

Visit Types:

Pre-op, Intra-Op, Post-Op	5 (ea)
GYN	20
Prenatal	20
Prevention	25
Emergent	75
Acute	75
Chronic	20

Clinical Procedures

Injections (IM/SubQ)	5
Joint Injection (Elbow, hip, knee, shoulder, etc.)	5
DRE (Digital Rectal Exam)	1
Pelvic Exam	5
Wound/suture/staples	10

(Simple interrupted, Continuous, horizontal mattress, vertical mattress, subcuticular, staples, suture/staple removal)

Must be met within each clinical rotation -

Patient Encounters

Behavioral Medicine	92
Emergency Medicine	92
Family Practice	92
Geriatric Medicine	69
Inpatient Medicine	92
Internal Medicine	92
Orthopedic Medicine	92
Pediatric Medicine	92
Surgical Medicine	69
Women's Health	69

End of Rotation Exam Remediation

If a student receives a score below passing for an End of Rotation (EOR) exam, a remediation plan will be implemented. The student's remediation plan will include mandatory attendance at exam review and completion of the Error Analysis Worksheet, completion of the Exam Remediation form within 48 hours of taking the exam, and reassessment of exam material. A meeting with the Educational and Student Success Center (ESSC) Learning Specialist is required for the first exam that is remediated. The necessity of subsequent meetings with the ESSC Learning Specialist will be at the discretion of the Clinical Team. Students will be given a list of exam deficiency content topics which they did not pass to help direct their study. Exam reassessment will consist of a new comprehensive 120 question exam. Students should refer to the exam remediation process outline in the Clinical Rotations Organization on Blackboard for further steps.

Students will be allowed one remediation with no disciplinary action. Failure to pass an EOR exam for two clinical rotations will automatically result in an Academic Warning. Failure to pass an EOR exam for three clinical rotations may result in an Academic Probation as determined by the P & A Committee. Further failed exams may result in disciplinary action to include dismissal. See Academic Warnings/Probation/Dismissal section for more information.