



MARQUETTE UNIVERSITY

COLLEGE OF HEALTH SCIENCES

*DEPARTMENT OF
PHYSICIAN ASSISTANT STUDIES*

CLASS 2023
STUDENT DIDACTIC HANDBOOK

Rev 08/2021

**MARQUETTE UNIVERSITY
PHYSICIAN ASSISTANT PROGRAM
HONOR CODE**

In order to ensure the best learning environment for myself and my classmates, as well as to show respect to my classmates and lecturers, I will abide by the following honor code:

Attendance:

I know that attendance is mandatory. I will arrive, be seated, and have all necessary materials ready at least 5 minutes prior to the scheduled lecture/exam time so we can start on time. I understand the PA Program follows the Office of the Provost's Undergraduate Attendance Policy and realize that withdrawal from a course may result if too many absences are accrued. I also understand that any withdrawal from a course in any year of the PA curriculum may result in automatic dismissal from the program. I understand that if I am more than 10 minutes late to a class without an excused absence I may lose the 3% points from that course final grade.

In the event of remote teaching, I know my engagement in live meetings is crucial to my learning and will participate fully. I will also review all materials posted by instructors for remote teaching. I will attend all mandatory remote sessions required by my instructors and be fully engaged in my learning. If I anticipate not being able to attend, I will follow the absence policy and notify my instructors or the program. In the event that I cannot attend class due to illness, I will engage in remote learning to the best of my ability.

Schedule:

I understand that I am expected to be available for class from 7:30am until 5:00pm, Monday-Friday. Due to the nature of the classes I am taking, isolated exceptions to this time frame may be warranted, requiring, early A.M., evening and weekend involvement.

In the event of remote teaching, I understand my availability will remain as such to be available for the schedule events per the PA SharePoint calendars.

Electronics:

During lectures and discussions, I will only use my electronic device to follow along with the lecturer and take notes. I will stay on task and remain participatory and engaged in the class setting.

- *I will not surf the internet.**
- *I will not check e-mail.**
- *I will not text/message.**
- *I will adhere to the Social Media Policy.**

Attire:

I recognize that I am a student in a professional program where I will regularly encounter lecturers and presenters from various medical disciplines and patients. As a representative of this program, I am aware that my outward appearance should be reflective of my personal desire to be perceived as a competent health care professional, cast the PA profession in a positive light, and promote Marquette University's positive image. I will wear scrubs to the building on required days for procedures and labs.

Although casual dress is accepted in the classroom and for online learning, I will dress appropriately, my attire will always be neat, clean, and properly fitting, and will adhere to the below guidelines. I understand the following are inappropriate:

- Skimpy clothing (any sleeveless shirts, see-through or lace shirts/clothing, spaghetti straps or sleeveless tops, (must have cap sleeve), visible cleavage, short skirt/shorts, tight-fitting tops, yoga pants/workout pants, or skin showing between the shirt and pants).
- Hats/scarves unless worn for religious purposes
- Clothes/tattoos displaying inappropriate language or graphics
- Clothes displaying support of any political group, movement or views, or jargon that associates the student with support of any such group.
- Low-riding pants that potentially show my underwear or skin in the midriff/waist area
- Facial/oral piercings except single piercings worn in the ear lobes. These are acceptable for men/women
- Bare feet
- Sweatpants, leggings as pants, yoga pants, workout attire pants

Classroom Behavior:

I realize that everyone learns in different ways and at different paces. Therefore, I will be respectful when other students are asking questions in class or in remote teaching settings. I will use the chat function of Microsoft Teams and Mediasite appropriately and for learning purposes. I will be attentive to lecturers and participate in discussions. I will not be disruptive during class by talking, surfing the web, texting, or by participating in activities that are off task.

Community Behavior:

I understand that I represent not only myself but additionally the MU PA Program in public and outside the institution. Any inappropriate behaviors at MU sponsored events or informal gatherings where I am known to be from the program reflect poorly on me and the perception of the program in general. I am proud to be associated with the MU PA Program and all its class members. I will abide by the PA Student COVID policy and the PA Student COVID Code of Conduct.

Cheating:

I know that if one person cheats, the integrity of the whole program is compromised. I will neither give nor receive aid in examinations or assignments unless expressly permitted by the instructor. I will not solicit aid or provide aid for in-person or online exams and assessments. I will report anyone I see or hear of cheating on a test, OSCE, lab, or an assignment. I will not share information about examinations with peers or underclassmen. I will abide by the attached test-taking guidelines for D2L and Respondus.

Marquette PA also abides by the university's Academic Integrity Policy and Honor Pledge. This information can be found at: <http://www.marquette.edu/provost/integrity-pledge.php>

All students must complete the tutorial by Friday September 3, 2021 (completed via D2L-HESP) if not done so already.

I understand that I've received and have access to the student handbook and I agree to abide by all the polices and procedures to remain in the MUPA program.

MU Honor Pledge:

I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.

Please sign and submit to the PA main office by **Friday January 21st, 2022.**

Name _____ Date _____

Signature _____

Marquette University
College of Health Sciences
Department of Physician Assistant Studies
Student COVID Code of Conduct

Given your professional and ethical responsibilities as future Marquette physician assistants, it is imperative to stay informed about COVID-19 and to adhere to the following parameters established to minimize the incidence and spread of COVID-19 on Marquette University's campus. The following rules have been established out of consideration for Marquette physician assistant students, faculty, staff, and the greater Marquette and Milwaukee communities in order to promote the health and wellbeing of all community members during the COVID-19 pandemic.

As family members, community members, classmates, roommates and particularly, as those who are training to become part of the healthcare field, we must make informed decisions about our personal behaviors that regard our wellness and health. **We must put our community first.** COVID-19 is a highly transmittable virus which we need to consider seriously, and we must act cautiously in our personal lives to prevent the spread of the virus. While you may not be at high risk for serious health consequences as a result of COVID-19, you interact with faculty, staff, classmates, and patients who may, themselves or another individual residing with them, be at increased risk of serious health consequences or death due to COVID-19.

Thus, the Department of Physician Assistant Studies strongly recommends following the [Center for Disease Control \(CDC\) guidelines](#) as well as staying up to date on local city and county guidelines.

Marquette PA students must also affirm that:

- **Marquette University has mandated the COVID-19 vaccine and booster for all students. PA students must receive the COVID-19 vaccine and associated boosters as they are available, and upload no later than Feb 1st to Exxat, Castle Branch and the Marquette Medical Portal. Failure to receive the vaccine or booster may result in incompletions in courses where experiential learning events/procedures must take place as a vaccinated individual interacting with vulnerable populations such as pediatric patients, geriatric patients, homeless patients, disabled or disadvantaged patients, etc. If experiential learning assessments are not completed, students may receive incompletes in coursework and not progress in the PA program. This may result in withdrawal from the PA program. Students will not be placed for clinical rotations without proof of the COVID-19 vaccine and booster.**
- **Face masks are required indoor. Marquette PA students will be required to wear N95, KN95 or KF94 masks while in the PA building due to the patients and community members we interact with. Masks are also required for all OSCES, procedures, labs, trainings, clinic visits or other community interactions.** Updates in levels of masks will be provided by the PA program on an ongoing basis.

- **All known exposures to COVID-19 and known positive cases of a student must be reported immediately to the Program Director at MaryJo.Wiemiller@marquette.edu.** Failure to report a known diagnosis of COVID or exposure will result in a Progress and Promotion Committee meeting with professionalism infractions that may impart professional probation, delayed graduation, or result in dismissal from the program.
- **Follow the Marquette University and PA Program outlined policies and procedures on COVID-19.** Commit to this.
- **Physical Distancing.** Marquette University and the MU PA program may implement physical distancing parameters from time to time during the pandemic in accordance with Marquette University. These parameters will be communicated by the Program Chair.
- **Regular hand hygiene is imperative.** Individuals must wash hands regularly and after all contacts for at least 20 seconds. Individuals should use alcohol-based hand sanitizer when unable to wash hands. Individuals are also reminded to avoiding touching their faces, noses, eyes, and mouths.
- **There is a voluntary Marquette COVID-19 disclosure form.** Marquette University and the PA Program are asking faculty, staff, and students to complete the form to disclose if they have been diagnosed with COVID-19, are presumed positive or if are in self-quarantine due to an exposure. This is very important as part of contact tracing, as the university is working with local health departments to conduct contact tracing and notifications. Individuals are further reminded to not go to class, work, or other activities if feeling ill, and to regularly monitor for symptoms while completing the daily COVID Check campus screen. Please also refer to the Marquette PA Student COVID Policy.

Attendance for Mandatory In-Person Events:

Students are expected to attend every meeting, lecture, lab, or clinical experience (clinic) of the courses in which he or she is registered. Any absence, regardless of the reason, prevents the student from getting the full benefit of the course and renders the student liable to university censure. In the Department of PA Studies, class attendance requirements and the impact that absences may have on a student's grade are made by the individual instructors and the department. The attendance policy in each PHAS and BISC course will be published in the course syllabus and in this handbook. Students are required to be on site or logged into Teams for class unless excused by the Program for illness or other reasons.

Students who are required to miss in-person coursework such as labs, OSCEs, procedures, clinics, etc. due to illness are allowed to miss no more than 6 events. Any additional missed work beyond this would result in compromised learning such that the student would be academically withdrawn from the course, resulting in an academic withdrawal from the program. Illness from COVID cases will be reviewed on a case by case by the Progress and Promotion Committee, and the MUPA Student COVID Code of Conduct will be enforced.

Adherence to these rules is expected to continue progression in the Marquette PA Program and is part of the MUPA Student Honor Code.

Violations of the MUPA Student COVID Code of Conduct:

Students are expected to adhere to the protocols set forth by the University and the MU PA Program. Violations of the PA Honor Code, Student COVID Protocol, or MU PA Student COVID Code of Conduct, will result in a Progress and Promotion Committee meeting with professionalism infractions that may impart professional probation, delayed graduation, or result in dismissal from the program.

Any questions or concerns can be directed to:

Mary Jo Wiemiller, PA-C, MS
PA Program Director and Department Chair

Robert Paxton, PA-C, MPAS
PA Program, Associate Chair

Patrick Loftis, PA-C, MPAS
PA Program, Assistant Chair

Your signature below indicates you have read and received the Marquette PA Student COVID Code of Conduct, and that you promise to uphold its tenants in their entirety with holding community first. Commitment to this Code of Conduct is required for participation in the Marquette PA Program.

Printed Student Name

Class of:

Student Signature
1/21/22)

Date (due)

Authorization for Disclosure of Medical Information

Student Name: _____
(Please Print)

Address: _____

City, State, Zip: _____

Date of Birth: _____

I, the above-named student, hereby grant permission to and authorize Marquette University, through its Physician Assistant Program personnel, to maintain and provide copies of any or all of my medical records, (limited to immunizations, vaccinations, and titers) to **clinical placement facilities** at which I will, or may, be placed, for evaluation and confirmation.

This information is authorized to be released for purposes related to my studies at Marquette University. This authorization is valid until my graduation date. I agree that a photocopy of this authorization is as valid as the original.

This form will be collected by the Clinical Team closer to placement of rotations.

My signature hereunder indicates that I have read, fully understand, and agree to the terms contained in this authorization form.

Signature

Date (due 1/21/22)

**MARQUETTE UNIVERSITY
PHYSICIAN ASSISTANT PROGRAM
HEALTH INSURANCE REQUIRMENTS**

Students are required by the program to carry personal health insurance throughout the duration of their studies. You are not covered by MU or a rotation site's employee health in the case of injury, needle stick or illness during your didactic or clinical year experiences.

If you do not have health insurance, you will not be eligible for placement at clinical rotation sites, as this is a condition of your placement. You may also not participate in the Community Clinics program in your didactic years which will directly impact your grade in courses.

Students can purchase health insurance through multiple avenues or from the insurance provider of their choice.

Castle Branch will require you to submit a copy of your health insurance card or other proof of insurance to ensure compliance with this policy at various times throughout the program.

The PA Program faculty, the program director and the medical director may not participate as health care providers for students in the program, except in an emergency situation.

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WELCOME

MARQUETTE UNIVERSITY FACULTY DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

Your presence here today is the culmination of several years of planning and months of effort. We want you to enjoy your education and we want you to know that we will do everything in our power to assist you in attaining your own personal career goals.

The next three years will be among the most difficult, stressful, challenging, and rewarding of your life and we want to do all we can to make the experience both a positive and successful one. Our offices are open for questions, concerns or problems. We are here to help you, but we need your assistance in identifying the kind of help you individually want and need. The best way to reach the faculty is to email to set up an appointment so that we can devote full attention to you.

While the majority of your first and second year will be spent here on campus, the third year will be primarily spent in a variety of clinical settings. You will have the opportunity to meet hundreds of patients, dozens of physicians, many other health care workers, and numerous practicing PAs as you learn your new profession. We want to remind you that you are the Program and therefore, just as you rely on us for a comprehensive and quality education, we rely on you to help us build the reputation we all desire. This responsibility is a heavy one, but one that is vital to your future and the future of our Program.

Sincerely,

THE DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES FACULTY

Mary Jo Wiemiller, PA-C, MS; Chair, Clinical Associate Professor

Paul Coogan, M.D.; Medical Director

Robert Paxton, PA-C, MPAS; Associate Chair; Director Didactic Education, Clinical Professor

Jessica Grusnick, PA-C, MPAS; Director of Clinical Education, Clinical Assistant Professor

Jean Fischer, PA-C; MPAS, Clinical Coordinator, Clinical Assistant Professor

Cathy Bril, PA-C, MPAS; Clinical Associate Professor

Patrick Loftis, PA-C, MPAS, RN; Clinical Associate Professor

Joshua Knox, PA-C, MA; Clinical Associate Professor

Jeremy Barrett, PA-C, MPAS; Clinical Assistant Professor

Andrew Holmes, MEd, Educational Specialist, Clinical Assistant Professor

Sarah Misustin, PA-C, MPAS; Clinical Assistant Professor

Alyssa Truong, PA-C, MMS; Clinical Assistant Professor

Brigitte Schaefer, PA-C, MPAS; Clinical Assistant Professor

Nicole Winchester, PA-C, MPAS; Clinical Assistant Professor

Amie Billstrom, PA-C, MMS; Clinical Assistant Professor

Lori Kazaks, Program Specialist

Mary Workman, Assessment Coordinator

Erica Galligan, Administrative Assistant

Johanna Kaye, Office Associate

SECTION I
GENERAL INFORMATION

DEFINITION OF A PHYSICIAN ASSISTANT

Physician assistants are health professionals licensed or in the case of those employed by the Federal Government, credentialed to practice medicine with physician supervision. Physician assistants are qualified by graduation from an accredited physician assistant educational program and/or certification by the National Commission on Certification of Physician Assistants. Within the physician/PA relationship, physician assistants exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services. The clinical role of physician assistants includes primary and specialty care in medical and surgical practice settings in rural and urban areas. Physician assistant practice is centered on patient care and may include educational, research, and administrative activities.

Adopted 1995

Amended 1996

AAPA House of Delegates Definition of a Physician Assistant

DESCRIPTION OF THE PROFESSION AND HISTORICAL OVERVIEW

Physician Assistants are skilled members of the health care team who practice medicine with supervision by licensed physicians, fulfilling a broad range of medical services that would otherwise be provided by a physician.

The Physician Assistant (PA) profession has grown dramatically since its inception in 1965. Initially, the profession grew in response to the national problem of maldistribution and shortage of physicians. Former medical corpsmen, highly skilled after time spent in the military during the Vietnam War era, were many of the first PAs.

New Graduates – NCCPA (2019) estimates there were approximately 140,000 people certified and 95.4% in clinical practice as PAs as of May 2017.

Accredited PA Programs – 278 Programs are accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The typical PA program is 27-28 months long and requires at least two years of college and some health care experience prior to admission. The majority of students have a BA/BS degree and prior health care experience before admission to a PA program. While all programs recognize the professional component of PA education with a document of completion for the professional credential (PA-C), the terminal degree for Physician Assistants is a Master's Degree.

Prescribing – All 50 states, the District of Columbia, American Samoa, and Guam have enacted laws that authorize PA prescribing.

Income – Results of the 2019 AAPA Physician Assistant New Graduate Survey indicates that the median total income from primary employers 2019 was \$105,000. Class of 2020 from MUPA average starting salary was ~\$100,000.

Outlook on Profession – The proportion of those PAs eligible to practice within a clinical environment remains high at 95.4 percent (2017). The United States Bureau of Labor Statistics (BLS) projects that the number of PA jobs will increase 36% by 2026. Jobs have been expanded access under the Affordable care Act and the aging population. The current CARES acts are looking to expand the scope and practice authority of our profession.

**MARQUETTE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES**

**MISSION STATEMENT
College of Health Sciences**

The College of Health Sciences has the mission of preparing students for careers in the health sciences and as health care providers. It is dedicated to improving health by educating excellent and ethical health care professionals through a program of teaching, research, and service. Students are instilled with the Jesuit ideals of concern for the spiritual, emotional and physical development of the individual as well as a lifelong commitment to leadership in the advancement of their personal skills and their profession. The college has specially designed programs that invite participation by minority and disadvantaged students in health-related careers.

**MISSION STATEMENT
Department of Physician Assistant Studies**

Our mission is to develop physician assistants in the Jesuit tradition who realize their full potential as excellent clinicians and national leaders. We pursue this for *ad majorem Dei gloriam*, the greater glory of God, and the benefit of the human community.

An ideal graduate of our program is well-rounded, clinically and intellectually competent, committed to professional growth, spiritually centered, compassionate and dedicated to doing justice in generous service to others. Our graduates will be leaders in promoting health, wellness, and preventing disease in diverse healthcare settings and in their communities.

COMPETENCIES FOR THE PHYSICIAN ASSISTANT PROFESSION

The PA competencies were originally developed in response to the growing demand for accountability and assessment in clinical practice and reflected similar efforts conducted by other health care professions. In 2005, a collaborative effort among four national PA organizations produced the first Competencies for the Physician Assistant Profession. These organizations are the National Commission on Certification of Physician Assistants, the Accreditation Review Commission on Education for the Physician Assistant, the American Academy of PAs, and the Physician Assistant Education Association (PAEA, formerly the Association of Physician Assistant Programs). The same four organizations updated and approved this document in 2012. The resultant document, *Competencies for the Physician Assistant Profession*, is a foundation from which each of those four organizations, other physician assistant organizations and individual physician assistants themselves can chart a course for advancing the competencies of the PA profession. The competencies were revised again and adopted in 2020 by all organizations.

Introduction

This document defines the specific knowledge, skills, and attitudes that physician assistants (PA) in all clinical specialties and settings in the United States should be able to demonstrate throughout their careers. This set of competencies is designed to serve as a roadmap for the individual PA, for teams of clinicians, for health care systems, and other organizations committed to promoting the development and maintenance of professional competencies among PAs. While some competencies are acquired during the PA education program, others are developed and mastered as PAs progress through their careers.

The PA professional competencies include seven competency domains that capture the breadth and complexity of modern PA practice. These are: (1) knowledge for practice, (2) interpersonal and communication skills, (3) person-centered care, (4) interprofessional collaboration, (5) professionalism and ethics, (6) practice-based learning and quality improvement, and (7) society and population health. The PA competencies reflect the well-documented need for medical practice to focus on surveillance, patient education, prevention, and population health. These revised competencies reflect the growing autonomy of PA decision-making within a teambased framework and the need for the additional skills in leadership and advocacy.

As PAs develop greater competency throughout their careers, they determine their level of understanding and confidence in addressing patients' health needs, identify knowledge and skills that they need to develop, and then work to acquire further knowledge and skills in these areas. This is a lifelong process that requires discipline, self-evaluation, and commitment to learning throughout a PA's professional career

PHYSICIAN ASSISTANT COMPETENCIES

1. Knowledge for Practice

Demonstrate knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. PAs should be able to:

- 1.1 Demonstrate investigative and critical thinking in clinical situations.
- 1.2 Access and interpret current and credible sources of medical information.
- 1.3 Apply principles of epidemiology to identify health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for individuals and populations.
- 1.4 Discern among acute, chronic, and emergent disease states.
- 1.5 Apply principles of clinical sciences to diagnose disease and utilize therapeutic decision making, clinical problem-solving, and other evidence-based practice skills.
- 1.6 Adhere to standards of care, and to relevant laws, policies, and regulations that govern the delivery of care in the United States.
- 1.7 Consider cost-effectiveness when allocating resources for individual patient or population based care.
- 1.8 Work effectively and efficiently in various health care delivery settings and systems relevant to the PA's clinical specialty.
- 1.9 Identify and address social determinants that affect access to care and deliver high quality

care in a value-based system.

1.10 Participate in surveillance of community resources to determine if they are adequate to sustain and improve health.

1.11 Utilize technological advancements that decrease costs, improve quality, and increase access to health care.

2. Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. PAs should be able to:

2.1 Establish meaningful therapeutic relationships with patients and families to ensure that patients' values and preferences are addressed and that needs and goals are met to deliver person-centered care.

2.2 Provide effective, equitable, understandable, respectful, quality, and culturally competent care that is responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.

2.3 Communicate effectively to elicit and provide information.

2.4 Accurately and adequately document medical information for clinical, legal, quality, and financial purposes.

2.5 Demonstrate sensitivity, honesty, and compassion in all conversations, including challenging discussions about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics.

2.6 Demonstrate emotional resilience, stability, adaptability, flexibility, and tolerance of ambiguity.

2.7 Understand emotions, behaviors, and responses of others, which allows for effective interpersonal interactions.

2.8 Recognize communication barriers and provide solutions.

3. Person-centered Care

Provide person-centered care that includes patient- and setting-specific assessment, evaluation, and management and health care that is evidence-based, supports patient safety, and advances health equity. PAs should be able to:

3.1 Gather accurate and essential information about patients through history-taking, physical examination, and diagnostic testing.

3.2 Elicit and acknowledge the story of the individual and apply the context of the individual's life to their care, such as environmental and cultural influences.

3.3 Interpret data based on patient information and preferences, current scientific evidence, and clinical judgment to make informed decisions about diagnostic and therapeutic interventions.

3.4 Develop, implement, and monitor effectiveness of patient management plans.

3.5 Maintain proficiency to perform safely all medical, diagnostic, and surgical procedures considered essential for the practice specialty.

3.6 Counsel, educate, and empower patients and their families to participate in their care and enable shared decision-making.

3.7 Refer patients appropriately, ensure continuity of care throughout transitions between

providers or settings, and follow up on patient progress and outcomes.

3.8 Provide health care services to patients, families, and communities to prevent health problems and to maintain health.

4. Interprofessional Collaboration

Demonstrate the ability to engage with a variety of other health care professionals in a manner that

optimizes safe, effective, patient- and population-centered care. PAs should be able to:

4.1 Work effectively with other health professionals to provide collaborative, patient-centered care while maintaining a climate of mutual respect, dignity, diversity, ethical integrity, and trust.

4.2 Communicate effectively with colleagues and other professionals to establish and enhance interprofessional teams.

4.3 Engage the abilities of available health professionals and associated resources to complement the PA's professional expertise and develop optimal strategies to enhance patient care.

4.4 Collaborate with other professionals to integrate clinical care and public health interventions.

4.5 Recognize when to refer patients to other disciplines to ensure that patients receive optimal care at the right time and appropriate level.

5. Professionalism and Ethics

Demonstrate a commitment to practicing medicine in ethically and legally appropriate ways and emphasizing professional maturity and accountability for delivering safe and quality care to patients and populations. PAs should be able to:

5.1 Adhere to standards of care in the role of the PA in the health care team.

5.2 Demonstrate compassion, integrity, and respect for others.

5.3 Demonstrate responsiveness to patient needs that supersedes self-interest.

5.4 Show accountability to patients, society, and the PA profession.

5.5 Demonstrate cultural humility and responsiveness to a diverse patient populations, including diversity in sex, gender identity, sexual orientation, age, culture, race, ethnicity, socioeconomic status, religion, and abilities.

5.6 Show commitment to ethical principles pertaining to provision or withholding of care, confidentiality, patient autonomy, informed consent, business practices, and compliance with relevant laws, policies, and regulations.

5.7 Demonstrate commitment to lifelong learning and education of students and other health care professionals.

5.8 Demonstrate commitment to personal wellness and self-care that supports the provision of quality patient care.

5.9 Exercise good judgment and fiscal responsibility when utilizing resources.

5.10 Demonstrate flexibility and professional civility when adapting to change.

5.11 Implement leadership practices and principles.

5.12 Demonstrate effective advocacy for the PA profession in the workplace and in policymaking processes.

6. Practice-based Learning and Quality Improvement

Demonstrate the ability to learn and implement quality improvement practices by engaging in critical analysis of one's own practice experience, the medical literature, and other information resources for the purposes of self-evaluation, lifelong learning, and practice improvement. PAs should be able to:

- 6.1 Exhibit self-awareness to identify strengths, address deficiencies, and recognize limits in knowledge and expertise.
- 6.2 Identify, analyze, and adopt new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.
- 6.3 Identify improvement goals and perform learning activities that address gaps in knowledge, skills, and attitudes.
- 6.4 Use practice performance data and metrics to identify areas for improvement.
- 6.5 Develop a professional and organizational capacity for ongoing quality improvement.
- 6.6 Analyze the use and allocation of resources to ensure the practice of cost-effective health care while maintaining quality of care.
- 6.7 Understand of how practice decisions impact the finances of their organizations, while keeping the patient's needs foremost.
- 6.8 Advocate for administrative systems that capture the productivity and value of PA practice.

7. Society and Population Health

Recognize and understand the influences of the ecosystem of person, family, population, environment, and policy on the health of patients and integrate knowledge of these determinants of health into patient care decisions. PAs should be able to:

- 7.1 Apply principles of social-behavioral sciences by assessing the impact of psychosocial and cultural influences on health, disease, care seeking, and compliance.
- 7.2 Recognize the influence of genetic, socioeconomic, environmental, and other determinants on the health of the individual and community.
- 7.3 Improve the health of patient populations
- 7.4 Demonstrate accountability, responsibility, and leadership for removing barriers to health.

DEPARTMENTAL EDUCATIONAL GOALS

Department of Physician Assistant Studies

Goal 1: The program supports students academically during their physician assistant training in order for them to achieve their academic and professional goals.

- Students are challenged with a rigorous medical curriculum while being supported by the faculty and administration through a high faculty to student ratio, academic advising and support.

Goal 2: Through the support provided to students and a thoughtful admission process, the program maintains a low attrition and deceleration rate.

- The PA program fosters a culture of leadership and service to others by crafting unique experiences and by the example of our faculty.

- The program recognizes students learn from a variety of teaching methods and employs these methods including: lectures, problem-based learning, small group experiences, standardized patient experiences, clinical rotations and self-reflection exercises.

Goal 3: Graduates maintain first-time passing rates of 100% on the PANCE exam.

Goal 4: Graduates of the program strives for 100% employment rate by six months in each graduating class.

Goal 5: Prepare our graduates to promote the PA profession through their leadership, ethical practice, scholarship and service.

- Graduates are leaders of the profession at the local, state, and national level.
- Graduates provide compassionate, patient-centered care to a diverse population of patients.
- Graduates foster integrity through accountability to patients, society, and the PA Profession.
- Graduates meet all regulatory requirements for licensure and maintain their professional certification through completion of ongoing professional development.

STUDENT EDUCATIONAL LEARNING OUTCOMES

MU PA Learning Outcome #1: General Physical Exam:

Students will be able to perform a comprehensive physical examination on the geriatric patient; adult patient; and children including toddlers and newborns. The physical examination system components include:

Vital signs, General appearance, Skin, HEENT, Neck, Cardiac, Pulmonary, Abdominal, GU including rectal examination, pelvic examination in women and prostate examination in men, Peripheral Vascular, Neurologic, Musculoskeletal, and psychiatric.

MUPA Learning Outcome #2: Complete History

Students will demonstrate the ability to obtain a complete medical history on children, adults and the geriatric patient including the following components: Complete History, Medications, Allergies with reaction, Family history, Health Maintenance.

MUPA Learning Outcome #3: Documentation of Complete History and Physical Exam

Students will demonstrate the ability to properly document a complete medical history and physical exam on children, adults and the geriatric patient including the above components.

MU PA Learning Outcome #4: Differential Diagnosis:

Students will be able to formulate an appropriate differential diagnosis based on information obtained through a focused history and physical examination.

MU PA Learning Outcome #5: Interpersonal Communication - Patient Education:

Students will be able to verbally communicate patient educational information. They will do so with clarity and accuracy at a level appropriate for the patient's health literacy.

MU PA Learning Outcome #6: Interpersonal Communication - Health Care Team Member:

Students will communicate effectively and work collaboratively with other members of the healthcare team.

MU PA Learning Outcome #7: Professionalism:

Students will demonstrate professionalism in their clinical interactions with patients, faculty and mentors and colleagues.

MU PA Learning Outcome #8: Practice Based Learning:

Students will demonstrate oral and written proficiency in the presentation, critique, and synthesis of evidence based medical and scientific data for the purpose of practice – based improvements.

MU PA Learning Outcome #9: Systems Based Practice:

Students will be advocates for quality patient care, promote safe medical practice, assist patients in dealing with system complexities, and address biases that contribute to health care disparities.

MU PA Learning Outcome #10: Patient Care:

Students will provide high quality care of patients within the scope by delivering compassionate care for patients and respond sensitively to patients and the communities in which they live, refine patient evaluation skills, and accurately interpret signs, symptoms and relevant diagnostic studies to make sound patient management decisions.

**MARQUETTE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
PHYSICIAN ASSISTANT STUDIES**

Qualifications for Physician Assistant Candidates

The granting of an M.P.A.S degree to a physician assistant student signifies that the holder is an individual who has satisfied the training requirements for a P.A. In this role, the physician assistant can provide medical services under the supervision of a doctor of medicine or osteopathy in accordance with the acceptable laws of medical practice. The services must, for the safety and welfare of the patient, be of the same professional quality that would be rendered by the supervising physician. The physician assistant must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The following Technical Standards describe those skills and abilities which are generally required of and necessary for students in the Physician Assistant Program to successfully complete the clinical aspects of the Program. Marquette University will provide reasonable accommodations to students with verified disabilities on a case-by-case basis to the extent required by law. This document, "Qualifications for Physician Assistant Candidates," contains the Technical Standards and procedures that a candidate must follow to establish the existence of a disability and to request reasonable accommodation from Marquette University. The Technical Standards are based on guidelines produced by the Association of American Medical Colleges. All applicants who reach the interview stage will be required to read the Qualifications and acknowledge in writing that they understand the Qualifications. Marquette University reserves the right to require each student in the Program to satisfactorily perform the essential elements of the Program, including all clinical requirements. The granting of an MPAS degree to a physician assistant student does not guarantee licensure or employment as a physician assistant.

Medicine is a physically and mentally demanding profession in which practitioners are asked to place the interests of their patients above their own. It requires commitment to life of service and dedication to continuous learning. The rigorous 33-month Physician Assistant training curriculum is where candidates begin to develop the qualities necessary for the practice of medicine. It is during this period of education that the candidates acquire the foundation of knowledge, attitudes, skills and behaviors that he or she will need throughout his or her professional career. During this period, it is critical for Marquette University to evaluate whether the candidate is qualified to receive the credential of Physician Assistant. The Marquette Physician Assistant program has a responsibility to society to train Physician Assistants who are competent to care for their patients with critical judgment, broadly based knowledge, technical skills, and professionalism. The abilities that Physician Assistants must possess to practice safely are reflected in the technical standards that follow. Thus, applicants and candidates must be able to meet these standards and successfully complete all identified requirements to be admitted to Marquette University, to progress through the curriculum and ultimately to receive the degree of Master of Physician Assistant Studies (MPAS) from Marquette University.

Candidates for the degree of MPAS must be capable of performing in five areas: Observation, Communication, Motor, Intellectual/Conceptual, and Behavioral/Social. Reasonable accommodations will be made for some limitations in these areas, but a candidate must be able to function in an independent manner.

TECHNICAL STANDARDS

Candidates for the physician assistant profession generally must have somatic sensation and the functional use of the senses of vision and hearing. Candidates' diagnostic skills may also be lessened without the functional use of the senses of equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out all the activities described in the sections that follow. They must be able to integrate all information received by whatever sense(s) employed, consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

A candidate for the physician assistant profession must have the abilities and skills of five varieties including observation, communication, motor, conceptual, integrative and quantitative, and behavioral and social. A candidate should be able to perform in a reasonably independent manner.

I. Observation: The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacologic demonstrations in animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation generally necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

II. Communication: A candidate should be able to communicate with and observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

III. Motor: Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate should be able to do basic laboratory tests, carry out diagnostic procedures and read EKGs and X-rays. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment of patients. Examples of emergency treatment generally and reasonably required of physician assistants are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such actions generally require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

IV. Intellectual-Conceptual, Integrative and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physician assistants, requires all of these intellectual abilities. In addition, the

candidate should be able to comprehend three dimensional relationships and to understand the spatial relationship of structures.

V. Behavioral and Social Attributes: a candidate must possess the emotional stability required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and education process.

Curriculum Requirements

In addition to the abilities specified above, candidates must be able to successfully complete with or without reasonable accommodation, all required components of the curriculum.

Tests and Evaluations

In order to evaluate the competence and quality of candidates, Marquette employs periodic examinations as an essential component of the Physician Assistant training curriculum. Successful completion of these examinations is required of all candidates as a condition for continued progress through the curriculum. If required by law, reasonable accommodation(s) will be made in the form or manner of administration of these evaluations.

Clinical Assessments

Demonstration of clinical competence is also of fundamental importance to career and curriculum progression of the candidates. Therefore, the process of faculty evaluation of the clinical performance of candidates throughout the program is an integral and essential part of the medical curriculum. If required by law, reasonable accommodation(s) will be made, however, participation in clinical experiences and the evaluation of that participation is required.

Conclusion

The Admissions Committee of Marquette University Physician Assistant Program will consider any qualified applicant who demonstrates the ability to acquire the knowledge necessary for the practice of medicine, as well as the ability to perform, or to learn to perform, the skills as described in this document. Applicants will be judged on their scholastic accomplishments and on their ability to meet the requirements of the school's curriculum and to graduate as skilled and effective practitioners of medicine. Marquette University is fully committed to policies of equal opportunity and nondiscrimination. University policy prohibits any form of discrimination, harassment, or prejudicial treatment on the basis of race, color, gender, sexual orientation, age, religion, disability, veteran's status or national origin.

Procedures

1. In order to establish the existence of a disability and to request accommodation, candidates must contact the Office of Disability Services at 414-288-1645. The candidate must then follow the procedures of the Office of Disability Services to document the existence and nature of the disability.
2. Once the need for and availability of the reasonable accommodations have been established, the Office of Disability Services and Marquette University Physician Assistant Program, in consultation with the candidate, will decide on appropriate accommodations and these accommodations will be specified in a written document, signed by all parties. All documents relating to the candidate's disability will be placed in a confidential file separate from his/her academic record. Marquette University will then direct the Faculty and Staff to provide the appropriate accommodation.
3. If Marquette Physician Assistant Program offers a candidate a reasonable accommodation and he/she refuses it and subsequently experiences academic difficulty, the candidate will be treated as any other candidate who experiences academic difficulty. He/she may be brought before the Progress and Promotion Committee.
4. A candidate may seek to establish a disability and request reasonable accommodation at any time before or after matriculation.
5. In general, a candidate should claim and establish the existence of a disability prior to the onset of academic problems. If a candidate comes forward after failing a course or courses, and maintains that the reason for the failure was a disability not previously claimed, Marquette University will consider the information as appropriate in making its decision as to what remediation if any must be made. However, the committee is not obligated to consider this information unless the candidate establishes the existence of a disability through the Office of Disability as described above.
6. All claims and proceedings under this provision will be kept confidential to the extent provided by law and University policies. Dissemination of information related to the existence of a disability will be restricted to Marquette University administrators with a legitimate need to know this information. Except as provided by law, no mention of the candidate's disability will appear in any Marquette University correspondence with external agencies unless the candidate specifically requests such disclosures in writing, or unless otherwise allowed by law.
7. In order to establish the existence of a disability and to request accommodation, candidates must contact the Office of Disability Services at 414-288-1645. The candidate must then follow the procedures of the Office of Disability Services to document the existence and nature of the disability.
8. Once the need for and availability of the reasonable accommodations have been established, the Office of Disability Services and Marquette University Physician

Assistant Program, in consultation with the candidate, will decide on appropriate accommodations and these accommodations will be specified in a written document, signed by all parties. All documents relating to the candidate's disability will be placed in a confidential file separate from his/her academic record. Marquette University will then direct the Faculty and Staff to provide the appropriate accommodation.

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Faculty and Staff contact listings

	Phone	Clinical Day
Mary Jo Wiemiller, PA-C, MS Chair, Program Director, Clinical Associate Professor Email: maryjo.wiemiller@marquette.edu	288-7180	Wednesday
Paul Coogan, M.D. Medical Director Email: paul.coogan@aurora.org	288-5688	N/A
Robert Paxton, PA-C, MPAS Associate Chair, Director of Didactic Education, Clinical Professor Email: robert.paxton@marquette.edu	288-0602	Friday
Patrick Loftis, PA-C, MPAS, RN Assistant Chair, Clinical Associate Professor Email: patrick.loftis@marquette.edu	288-0603	Wednesday
Jessica Grusnick, PA-C, MPAS Director of Clinical Education, Clinical Assistant Professor Email: jessica.grusnick@marquette.edu	288-1661	Friday
Jean Fischer, PA-C, MPAS Clinical Coordinator, Clinical Assistant Professor Email: jean.fischer@marquette.edu	288-0611	Wednesday
Cathy Bril, PA-C, MPAS Clinical Associate Professor Email: cathy.bril@marquette.edu	288-0609	Friday
Joshua Knox, PA-C, MA Clinical Associate Professor Email: joshua.knox@marquette.edu	288-8483	Thursday
Jeremy Barrett, PA-C, MPAS Clinical Assistant Professor Email: jeremiah.barrett@marquette.edu	288-8482	Wednesday
Andrew Holmes M.Ed., Ph.D. Candidate Assistant Professor, Education Specialist Email: andrew.holmes@marquette.edu	288-0604	N/A
Sarah Misustin, PA-C, MPAS Clinical Assistant Professor Email: sarah.misustin@marquette.edu	288-0793	Thursday
Alyssa Truong, PA-C, MMS Clinical Assistant Professor Email: alyssa.truong@marquette.edu	288-7739	Thursday
Brigitte Juppe, PA-C, MPAS Clinical Assistant Professor Email: brigitte.juppe@marquette.edu	288-7734	Thursday
Danielle Leranthe, PA-C, MPAS Clinical Assistant Professor Email: danielle.leranthe@marquette.edu	288-8570	Friday
Nicole Winchester, PA-C, MPAS Clinical Assistant Professor Email: nicole.winchester@marquette.edu	288-2136	Friday
Amie Billstrom, PA-C, MMS Clinical Assistant Professor Email: amie.billstrom@marquette.edu	288-5684	Thursday

Lori Kazaks Program Specialist Email: lori.kazaks@marquette.edu	288-0610	N/A
Mary Workman Assessment Coordinator Email: mary.workman@marquette.edu	288-2310	N/A
Erica Galligan Administrative Assistant Email: erica.galligan@marquette.edu	288-0607	N/A
Johanna Kaye Office Associate Email: johanna.kaye@marquette.edu	288-5688	N/A

PHYSICIAN ASSISTANT STUDIES FACULTY BIOGRAPHIES

Chair/Program Director; Clinical Associate Professor

Mary Jo Wiemiller, PA-C, MS

E-mail: maryjo.wiemiller@marquette.edu

Mary Jo P.M. Wiemiller, a Clinical Associate Professor in Physician Assistant Studies, received her B.S. in Bacteriology from the University of Wisconsin, Madison in 2001. She then completed her Master's Degree in Physician Assistant at Finch University of Health Sciences in North Chicago, Illinois (now Rosalind Franklin University), and worked for 5 ½ years at the Medical College of Wisconsin at Froedtert Hospital in Adult Cardiothoracic Surgery. She has additionally practiced as an Emergency Medicine PA with Aurora Health Care at Aurora Sinai Hospital. She joined Marquette University in 2009 as Clinical Faculty and became Program Director and Chair in August 2009. Her areas of expertise include Cardiovascular Surgery, Thoracic Surgery, General Surgery and Critical Care, Emergency Medicine and Educational Research. Mary Jo is also the Program Director of the Marquette University Aurora Health Care Post Graduate Physician Assistant Emergency Medicine which started July 2010. She has an emphasis on developing post-graduate Physician Assistant training in addition to entry level Physician Assistant training.

Medical Director

Paul Coogan, M.D.

E-mail: paul.coogan@aurora.org

Dr. Coogan was born and raised in Peoria, Illinois. He received his Bachelor of Science degree in Biology from Marquette University in 1986, attended the Chicago Medical School in North Chicago, IL 1986-90, served his Internship at St. Joseph's Hospital in Milwaukee, WI 1990-91 and completion of his Residency in Emergency Medicine at the Medical College of Wisconsin, Milwaukee in 1994. Upon completion of his Residency, he joined the medical staff at St. Michael Hospital as an attending Emergency Physician, Milwaukee, WI. Dr. Coogan also serves as Medical Director of Emergency Medicine at Aurora Sinai Medical Center in Milwaukee. He was elected to Wisconsin ACEP Board of Directors from 1996-98.

Associate Chair; Director of Didactic Education; Clinical Professor

Robert Paxton, PA-C, MPAS

E-mail: robert.paxton@marquette.edu

Robert Paxton graduated from the University of Nebraska-Lincoln with a Bachelor of Science in Biology in 1996, which was followed by two years of infectious disease research and teaching microbiology. He received his Masters of Physician Assistant Studies from Marquette University in 2001. He joined the Marquette University Physician Assistant Program as Adjunct Clinical Professor in 2001 and in 2005 joined faculty full-time, and is now a Clinical Associate Professor. He is also a Departmental Associate Chair and Director of Didactic Education. Since graduating from PA school he has worked in infectious disease which includes critical care management, HIV medicine, and travel medicine.

Assistant Chair, Clinical Associate Professor

Patrick Loftis, PA-C, MPAS, RN

Email: Patrick.loftis@marquette.edu

Patrick Loftis joined the Marquette University Physician Assistant Program in July of 2008 as a Clinical Assistant Professor. He was promoted to Clinical Associate Professor in July of 2014. Prior to coming to Marquette, he was a hospitalist Physician Assistant at Froedtert Hospital and The Medical College of Wisconsin. He has also worked in the areas of occupational, industrial, emergency, and urgent care medicine. Some of his clinical interests include palliative care and hospice as well pain management. He currently practices clinically in an occupational medicine and urgent care clinic. He is also especially interested in legal matters involving physician assistants.

Director of Clinical Education; Clinical Assistant Professor

Jessica Grusnick, PA-C, MPAS

Email: Jessica.Grusnick@marquette.edu

Jessica Grusnick attended Marquette University and earned her Honors Bachelor of Science degree in 2002 and her Master of Physician Assistant Studies degree in 2004. She has practiced clinically in Obstetrics and Gynecology and Internal Medicine and has enjoyed providing care for medically complex patients. She joined Marquette University full time in the College of Health Sciences as a Clinical Assistant Professor in the PA Studies Program in 2019 as well as remaining employed at the Medical College of Wisconsin through the Division of General Internal Medicine where she is involved in health disparity research through the Center for Advancing Population Science. In addition to her clinical expertise and research area of interest, Jessica also has experience in PA education as both a Clinical Assistant Professor and former Program Director at Carroll University.

Clinical Coordinator; Clinical Assistant Professor

Jean M. Fischer, PA-C

E-mail: jean.fischer@marquette.edu

Jean Fischer joined the Marquette University Physician Assistant Program in 2007. Prior to coming to MU, Jean worked clinically in adult cardiology practice fulltime, she continues to work her clinical day in cardiology. She has precepted PA students since 1986. Jean has a special interest in congestive heart failure management. She has been involved in quality and research studies. Jean is the Wisconsin Academy of Physician Assistants CME Chair and WAPA Foundation president. She is a member of PA professional organizations and has represented Wisconsin at the national conference. She is also a member of the American College of Cardiology and involved in her local community.

Clinical Associate Professor

Cathy Bril, PA-C, MPAS

Email: cathy.bril@marquette.edu

Cathy Bril earned a Bachelor of Science degree from the Marquette University Dental Hygiene Program in 1992. After practicing dental hygiene for 6 years, she returned to Marquette where she received a Masters of Physician Assistant Studies in 2000. She is a certified physician assistant and has been practicing in general pediatrics since 2000. She has been a part of the adjunct faculty here at Marquette University since 2001 and became a full-time Clinical Assistant Professor in 2008. She was promoted to Clinical Associate Professor in July of 2014. She teaches in the didactic portion of the professional program.

Clinical Associate Professor

Joshua Knox, PA-C, MA

Email: Joshua.knox@marquette.edu

Josh Knox received his B.S. in Biology from the University of Illinois-Chicago. He worked in infectious disease research before completing his professional PA education at UW-Madison in 2000. Josh completed a post-graduate clinical fellowship in Gastroenterology and Hepatology at the Medical College of Wisconsin in 2001. Mr. Knox practiced at the Medical College of Wisconsin and Froedtert hospital from 2000-2009. Josh currently practices emergency medicine part-time and serves as the associate director of the Marquette University Emergency Medicine Post-graduate PA program. His areas of clinical expertise include gastroenterology, hepatology, hematology/oncology, emergency medicine, public health, and evidence based medicine.

Mr. Knox is active in social justice and public health issues in Milwaukee including volunteer service for anti-violence, homelessness and food insecurity non-profits. Josh's educational research interests include application of sociocultural learning theory and Jesuit pedagogy to PA education, quality improvement in assessment, postgraduate PA education, health literacy and simulation in healthcare education. Josh serves as an ambassador for the National Health Service Corps and as a grant reviewer for HRSA PA educational training grants. Mr. Knox is committed to a culture of inclusion at Marquette. He currently represents the PA program on the President's Task Force on Equity and Inclusion and the University Academic Senate -Committee on Diversity and Equity.

Clinical Associate Professor

Jeremy Barrett, PA-C, MPAS

Email: Jeremiah.barrett@marquette.edu

Jeremiah Barrett graduated from Indiana University with a Bachelor of Science degree in Biology in 1998. He received his Masters of Physician Assistant Studies from Marquette University in 2001. He joined the Marquette University Physician Assistant Program as an Adjunct Clinical Professor in 2004 and in 2010 he joined the faculty full-time as a Clinical Assistant Professor. His areas of clinical experience include cardiology and endocrinology. Jeremiah remains employed at the Medical College of Wisconsin in the Division of Endocrinology where he continues to practice with a special interest in metabolic bone disease and calcium disorders.

Education Specialist; Assistant Professor

Andrew Holmes, M. Ed

Email: Andrew.Holmew@marquette.edu

Andrew Holmes received his B.A. in Theatre & Television Arts/Communications from Valparaiso University and a teaching license from the University of Wisconsin – Whitewater. He earned his M.Ed. in Curriculum and Instruction from National-Louis University, and is currently completing a Ph.D. in Information Studies at the University of Wisconsin – Milwaukee (UWM). He joined Marquette University Physician Assistant Department in 2017 as an Educational Specialist.

He has been a Research Assistant and Adjunct Instructor for the School of Information Studies at UWM and served as Instructional Technologist and Lecturer at Milwaukee School of Engineering (MSOE). At MSOE, Andrew worked closely with the School of Nursing, located in the Ruehlow Nursing Complex, which houses classrooms, simulation labs, and a simulation hospital. Working with Laerdal and MSOE nursing faculty, he helped run the high-fidelity mannequins and managed the rewiring and installation of simulation equipment.

As an educator, Andrew has taught research and composition, speech and communication, professional presentations, digital literacy, instructional design, computer systems analysis and design, web design, and information studies.

Clinical Assistant Professor

Sarah Misustin, PA-C, MPAS

Email: Sarah.Misustin@marquette.edu

Sarah M. Misustin received her B.S. in Biomedical Sciences from Marquette University in 2008 and then completed her Master's Degree in Physician Assistant Studies at Marquette University in 2009. She joined Marquette University Physician Assistant Program in November 2017 as a Clinical Assistant Professor. Prior to coming to Marquette, Sarah spent 8 and a half years at Froedtert and the Medical College of Wisconsin working in Surgical Oncology. She also spent time working in General Surgery at several local community hospitals. Her areas of expertise

include Surgical Oncology, General Surgery and Endocrine Surgery. She was selected as the Wisconsin PA of the year by the Wisconsin Academy of Physician Assistants in 2014.

Clinical Assistant Professor

Alyssa Truong, PA-C, MMS

Email: Alyssa.Truong@marquette.edu

Alyssa Truong earned a Master of Medical Science in Physician Assistant Studies at Midwestern University in Downers Grove, Illinois in 2007. She completed her medical training in Illinois at academic health centers including Rush University Medical Center, Mount Sinai Hospital and Northwestern Medicine Central Dupage Hospital. She is a certified Physician Assistant and has practiced in Orthopedics, Interventional Neuroradiology and Emergency Medicine. Prior to joining the faculty at Marquette University, Alyssa was working full time in an Urgent Care setting.

Clinical Assistant Professor

Brigitte Schafer, PA-C, MPAS

Email: Brigitte.Juppe@marquette.edu

Brigitte Juppé graduated from Marquette University with a Bachelor of Science in Biomedical Science in 2014. She completed her Master's Degree in Physician Assistant Studies at Marquette in 2015. She has worked in emergency medicine and hospitalist medicine in the Milwaukee and Kenosha areas since graduation and has stayed connected with the Marquette PA Program through her role as an adjunct faculty member. She joined Marquette full-time as a Clinical Assistant Professor in 2019.

Brigitte is passionate about public health, community engagement, patient health literacy, and holistic healthcare. She is committed to implementing Marquette's Jesuit ideals, especially *cura personalis* ("care for the whole person"), and aspires to instill such principles in future Marquette physician assistants as well.

Clinical Assistant Professor

Danielle Leranath, PA-C, MPAS

Email: Danielle.Leranath@marquette.edu

Danielle Leranath earned her Bachelor of Science degree in Biomedical Sciences at Marquette University in 2005. She continued on at Marquette to complete her Master of Physician Assistant Studies in 2006. Following graduation she practiced at Children's Wisconsin in Pediatric General Surgery for over 13 years. In 2017 she joined Marquette as adjunct faculty and became a full-time Clinical Assistant Professor in 2019. Danielle believes in the guiding values of Marquette and her clinical interests include health care systems, enhancing communication and surgery.

Clinical Assistant Professor

Nicole Winchester, PA-C, MPAS

Email: Nicole.Winchester@marquette.edu

Nicole Winchester graduated from Marquette University with a Bachelor of Science in Biomedical Science in 2001. She completed her Master's Degree in Physician Assistant Studies at Marquette University in 2002. She joined Marquette University as a Clinical Assistant Professor in 2020. Her areas of clinical experience include Hematology/ Oncology/ Bone Marrow Transplant, Hospital medicine/ Perioperative medicine, and Cardiology. Nicole remains employed at the Medical College of Wisconsin in the Division of Hematology/ Oncology and Hospital Medicine.

Clinical Assistant Professor

Captain Amie Billstrom, PA-C, MMS

Email: Amie.Billstrom@marquette.edu

Amie Billstrom graduated from University of Wisconsin-Milwaukee with a Bachelor of Science degree in Kinesiology in 2007. She received her Master of Medical Science in Physician Assistant Studies from Midwestern University in 2014 and commissioned as a Physician Assistant in the United States Army in 2015. She deployed to Central America as a medical provider in support of Operation Central Skies in 2018 as well as completed an Emergency Medicine Ultrasound Fellowship with the San Antonio Uniformed Services Health Education Consortium at Brooke Army Medical Center in 2020. Amie joined the Marquette University Physician Assistant Program as a Clinical Assistant Professor in 2020. Her areas of clinical expertise include emergency medicine, military medicine, and point of care ultrasound. Amie has been employed with the Medical College of Wisconsin's Department of Emergency Medicine since 2014, where she continues to practice in emergency medicine.

SECTION II

PHYSICIAN ASSISTANT PROGRAM

ACADEMIC CALENDAR 2021-2022

Students are asked to review the timetable of classes for the didactic training beginning June 2021. The timetable outlines in detail classes, scheduled breaks, and final exam schedules.

Summer 2021

**All dates subject to change by Marquette University or PA Program

Classes Start	Tuesday, June 1, 2021
Independence Day	July 5, 2021- given holiday – through July 7, 2021
Classes Resume	Thursday July 8, 2021
Classes End	Friday, August 6, 2021
Finals Week	August 9 – 12, 2021 (make up finals day is August 13, 2021)
Summer Break	August 16 – 29, 2021

Fall 2021

**All dates subject to change by Marquette University or PA Program

Classes Start	Monday, August 30, 2021 afternoon
Labor Day	Monday, September 6, 2021, classes excused
Fall Break	October 14-15, 2021, classes excused
Thanksgiving Break	November 24 – 26, 2021, classes excused
Classes End	Friday, December 10, 2021
Final Exams	December 13 – 16, 2021 (make up finals day is Dec 17, 2021)
Winter Break	December 20, 2021 – January 17, 2022 (including MLK day)

Spring 2022

** All dates subject to change by Marquette University or PA Program

MLK	Monday, January 17, 2022, classes excused
Classes Start	Tuesday, January 18, 2022
Spring Break	March 13-19, 2022, classes excused
Easter Break	April 14 – 18, 2022, classes excused
Classes Resume	Tuesday, April 19, 2022
Classes End	Friday May 6, 2022
Finals Week	May 9 – 12, 2022 (make up finals day is May 13, 2022)
Summer Break	May 16 – May 27, 2022
Clerkships Start	Tuesday May 31, 2022

ACCREDITATION STATUS

The American Academy of Family Physicians, the American Academy of Pediatrics, the American Academy of Physician Assistants, the American College of Physicians – American Society of Internal Medicine, the American College of Surgeons, the American Medical Association, and the Association of Physician Assistant Programs cooperate with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) to establish, maintain, and promote appropriate standards of quality for entry level education of

physician assistants (PAs) and to provide recognition for educational programs that meet the minimum requirements.

Physician assistants are academically and clinically prepared to provide health care services with the direction and responsible supervision of a doctor of medicine or osteopathy. The physician-PA team relationship is fundamental to the PA profession and enhances the delivery of high quality health care. Within the physician-PA relationship, PAs make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive, and health maintenance services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is centered on patient care and may include educational, research, and administrative activities.

The role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient’s welfare are essential attributes of the graduate PA. The professional curriculum for PA education includes basic medical, behavioral, and social sciences; introduction to clinical medicine and patient assessment; supervised clinical practice; and health policy and professional practice issues.

The Department of Physician Assistant Studies at Marquette University has continuing Program Accreditation. The Department successfully completed an ARC-PA site visit in June of 2013, and is fully accredited until 2023.

**MARQUETTE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF PHYSICAN ASSISTANT STUDIES**

DIDACTIC COURSE LISTING

<u>COURSE NUMBER</u>	<u>FALL SESSION</u>	<u>CREDITS</u>
BISC 7130	Human Gross Anatomy	5 cr
BISC 4340	Human & Applied Medical Genetics	3 cr
BISC 7410	Microbiology	4 cr
BISC 4145	Human Physiology	4 cr
PHAS 7095	Public Health	2 cr
PHAS 7145	Physician Assistant Practice	<u>1 cr</u>
	Total	19 cr
	 <u>SPRING SESSION</u>	
BISC 7180	Neuroanatomy	3 cr
BISC 3150	General Pathology	3 cr
PHAS 7080	Evidence Based Practice	2 cr
PHAS 7050	Intro to History Taking and Physical Exam	4 cr
PHAS 7270	Diagnostics Technology	4 cr
PHAS 7265	Health Care Systems	<u>1 cr</u>

		Total	18 cr
	<u>SUMMER SESSION</u>		
PHAS 7091	Clinical Medicine 1		4cr
PHAS 7092	Clinical Medicine 2		4 cr
BISC 7120	Pharmacology		4 cr
PHAS 7115	Clinical Decision Making 1/Medical Coding		<u>3 cr</u>
		Total	15 cr
	<u>FALL SESSION</u>		
PHAS 7085	Science Writing		2 cr
PHAS 7093	Clinical Medicine 3		5 cr
PHAS 7094	Clinical Medicine 4		6 cr
PHAS 7116	Clinical Decision Making 2		4 cr
PHAS 7260	Pediatric Medicine		3 cr
PHAS 7200	Interpersonal Communication		<u>2 cr</u>
		Total	22 cr
	<u>SPRING SESSION</u>		
PHAS 7118	Clinical Decision Making 3		2 cr
PHAS 7220	Clinical Pharmacotherapeutics		4 cr
PHAS 7230	Geriatric Medicine		2 cr
PHAS 7235	Emergency Medicine		4 cr
PHAS 7250	Surgical Principles & Procedures		<u>4 cr</u>
		Total	17 cr

**MARQUETTE UNIVERSITY
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DIDACTIC COURSE DESCRIPTIONS

First Year- Fall Semester

- BISC 7130 Human Gross Anatomy 5 cr. hrs.**
A human gross anatomy course including lecture and a cadaver dissection laboratory. Anatomy of the limbs, back, thorax, abdomen, pelvis, and head and neck is approached on a regional basis. Functional aspects of musculoskeletal structures are emphasized. Prereq: PHTH major; or PHAS major.
- BISC 4340 Human and Applied Medical Genetics 3 cr. hrs.**
Provides an overview of genetic principles that are relevant to human health and disease. Topics include: packaging and sequence architecture of the human genome, Human Genome Project, patterns of Mendelian inheritance in humans, development, genetic alterations and metabolic disease hemoglobinopathies, immunogenetics, genetic testing and gene therapy. Consists of didactic lectures with interspersed clinical cases. Intended for students interested in a career in medical professions. Prereq: BISC 3213, BIOL 4101.

PHAS 7095 **Public Health** 2 cr. hrs.
This 2-credit semester course provides an overview of public health and commonly encountered chronic diseases that have public health implications. Topics include an overview of noncommunicable disease, violence, chronic stress, obesity / food-related health disorders, food safety, antibiotic stewardship, exercise prescription, principles of addiction, and environmental health. Prereq: PHAS major; admitted to Physician Assistant Studies.

BISC 4145 **Human Physiology** 4 cr. hrs.
Human physiology including blood and circulation, muscular, neuronal and sensory systems, renal and respiratory systems, digestion, metabolism, reproduction, their control by the endocrine and central nervous systems, and clinical correlates. Prereq: BISC 2135; and a course in Biochemistry.

BISC 7410 **Microbiology** 4 cr. hrs.
This course focuses on infectious agents of human medical importance and on the host pathogen interaction. Topic areas include the general characteristics of bacteria, viruses, fungi and parasites as well as the etiology, pathogenesis, laboratory identification, and epidemiology of selected diseases. Control of microorganisms is discussed in terms of sterilization, disinfection, chemotherapy and immunization. The immune system and the immune response are discussed. Prereq: School of Dentistry or PHAS major.

PHAS 7145 **Physician Assistant Practice** 1 cr. hr
This course emphasizes current issues facing the profession, including legal and professional standards and how PAs fit into the healthcare system. Students will become familiar with the history and traditions of the PA profession as well as the current standards and expectations to practice medicine as a physician assistant. This will include information about certification and licensure, employment, professional organizations and political/legislative topics. Prereq: PHAS major; admitted to Physician Assistant Studies.

First Year-Spring Semester

BISC 7180 **Neuroanatomy** 3 cr. hrs.
Structure and function of the central nervous system (CNS). Lecture, clinical correlations, clinical problem solving to predict signs and symptoms in patients with PNS and CNS lesions. Prereq: PHAS major.

PHAS 7080 **Evidence-Based Medicine** 2 cr. hrs.
Provides a practical approach to making sound medical decisions based on current evidence in medical literature. Using a series of didactic presentations, group exercises, independent inquiry and reading, students learn the basic principles of evidence-based medicine. Basic skills in accessing MEDLINE and other medical databases will be emphasized and practiced. Research principles, research ethics,

and basic statistical analysis are introduced. Students use their foundation in EBM throughout their didactic and clinical education. Skills learned will be essential in formulating and completing the capstone project in the 3rd professional year. Prereq: PHAS major; admitted to Physician Assistant Studies.

BISC 3150 General Pathology 3 cr. hrs.

The course begins with an overview of cellular degenerations, inflammation and neoplasia. Various organ systems and their primary disease states will then be presented. These systems include musculoskeletal, nervous, cardiovascular, pulmonary, reproductive, digestive, endocrine, and integument. This course is taught using lecture note handouts, Power Point, Web sites and examination objectives. Prereq: Courses in anatomy and physiology; or PHTH major; or PHAS major.

PHAS 7050 Introduction to Medical History and Physical Examination 4 cr. hrs.

Consists of two phases. The first portion of the course develops the student's interviewing skills eliciting a complete medical history. The second portion of the course instructs the student in the methods and modalities to complete an entire adult wellness exam. At the conclusion of the course, the student is expected to be competent in eliciting a complete medical history and physical exam, appropriately documenting the exam including all positive and negative findings. Medical terminology is reviewed throughout the course. Prereq: PHAS major; admitted to Physician Assistant Studies.

PHAS 7270 Diagnostic Technology 4 cr. hrs.

Consists of three distinct class sections: a 12-Lead ECG interpretation section, a radiology section, and a laboratory section. Provides a broad introduction to these topics that are expanded upon in PHAS 7110, 7111, and 7115. The ECG interpretation section will provide students with a systematic methods of interpreting a 12-Lead ECG with respect to rate, rhythm and blocks, electrical axis determination, hypertrophy (atria and ventricles), ischemia/injury/infarction, and miscellaneous drug, electrolyte, disease, and pacemaker effects. The radiology section will provide students with a systematic method of interpreting common radiographic studies seen in primary care. The laboratory section emphasizes the utilization of laboratory methods for the diagnosis and treatment of disease. The content focuses on those aspects pertinent to the provision of ambulatory primary care. Prereq: PHAS major; admitted to Physician Assistant Studies.

PHAS 7265 Health Care Systems 1 cr. hr.

This course focuses on the ever changing health care marketplace. Various health care system models and reimbursement methods will be compared and contrasted. Various topics to include more information on specific local and regional programs influencing health care delivery. Prereq: PHAS major; admitted to Physician Assistant Studies.

Second Year – Summer Session (*Order subject to change)

- PHAS
7200 **Interpersonal Communication** 2 cr. hrs.
A 2-credit semester course intended to build upon basic interviewing skills that were introduced in PHAS 7050. Consists of a series of patient-encounters, classroom discussions and readings relevant to working constructively with problems in clinician/patient communications. Common types of difficult patient interactions will be addressed. Self-awareness is emphasized as the basis upon which clinicians develop an enhanced capacity for empathic listening and responsiveness. Prereq: PHAS major; admitted to Physician Assistant Studies.
- PHAS
7091 **Clinical Medicine 1** 4 cr. hrs.
This is the first course in the four-course clinical medicine series. This course provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine. Disease processes commonly encountered in the specialties of Cardiology, EENT, and Dermatology are presented. The course is organized by systems. Clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition and patient education. Whenever possible the course is coordinated with the concurrent Clinical Decision-Making courses. Prereq: PHAS major; admitted to Physician Assistant Studies.
- PHAS
7092 **Clinical Medicine 2** 4 cr. Hrs.
This is the second course in the four-course clinical medicine series. This course provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine. Disease processes commonly encountered in the specialties of Pulmonology, Immunology, Oncology, Endocrinology, and Medical Genetics are presented. The course is organized by systems. Clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition and patient education. Whenever possible the course is coordinated with the concurrent Clinical Decision-Making course. Prereq: PHAS major; admitted to Physician Assistant Studies.
- PHAS
7115 **Clinical Decision Making 1** 3 cr. hrs.
Designed to expand the student's medical knowledge base and facilitate critical thinking and diagnostic skills. Students develop differential diagnoses and order and interpret appropriate laboratory and imaging studies. Finally, students demonstrate the ability to succinctly present a working diagnosis, treatment plan, and prognosis. Prereq: PHAS major; admitted to Physician Assistant Studies.

BISC 7120 **Medical Pharmacology 4 cr. hrs.**
Fundamentals of human pharmacology and basic principles dictating drug actions within the human body with emphasis on applications in general medicine. Focuses on the therapeutic actions and clinical applications of various drug classes. Topics include: cellular mechanisms, physiological responses, adverse reactions, drug-drug interactions, and clinical indications, accompanied by discussion on the pathological conditions for which common therapeutic agents are used. Applications of pharmacology commonly encountered by physician assistants are presented and are reinforced through interactive clinically correlated lectures presented by practicing physicians and physician assistants. Prereq: BISC 3213, BISC 4145 and PHAS major.

Second Year – Fall Semester

PHAS **Clinical Medicine 3 5 cr.hrs**
7093 This is the third course in the four-course clinical medicine series. This course provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine. Disease processes commonly encountered in the specialties of Hematology/Oncology, Gastroenterology, Neurology, and Psychiatry are presented. The course is organized by systems. Clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition and patient education. Whenever possible the course is coordinated with the concurrent Pharmacology and Clinical Decision-Making courses. Prereq: PHAS major; admitted to Physician Assistant Studies.

PHAS **Clinical Medicine 4 6 cr. hrs**
7094 This is the fourth course in the four-course clinical medicine series. This course provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine. Disease processes commonly encountered in the specialties of Nephrology, Urology, Orthopedics, and Rheumatology are presented. The course is organized by systems. Clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition and patient education. Whenever possible the course is coordinated with the concurrent Pharmacology and Clinical Decision-Making courses. Prereq: PHAS major; admitted to Physician Assistant Studies.

PHAS **Clinical Decision Making 2 4 cr. hrs.**
7116 A 4-credit semester continuation of PHAS 7115 that focuses on application and further development of the student's approach to working-up and solving medical problems. Intended to build upon, refine and integrate basic clinical skills and competencies that students have acquired in previous coursework. Provides an opportunity for students to interact with patients in the clinical setting, and

document and present the case to faculty and peers. Bridges the transition between academic learning and clinical practice during the clerkship year. Prereq: PHAS major; admitted to Physician Assistant Studies.

PHAS
7260 **Pediatric Medicine** 3 cr. hrs.
An introductory pediatrics course which covers well child and common problems. Employs a system-oriented, problem based approach and clinical information is presented in conjunction with appropriate, correlative lectures or labs in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, and nutrition. Prereq: PHAS major; admitted to Physician Assistant Studies.

PHAS
7085 **Science Writing** 2 cr.hrs.
This 2 credit course aims to strengthen the writing process and teach the fundamentals of effective scientific writing for physician assistants. Instruction will focus on the process of writing and publishing scientific manuscripts. Grant writing will also be addressed. Prereq: PHAS major; admitted to Physician Assistant Studies.

Second Year – Spring Semester

PHAS
7220 **Clinical Pharmacotherapeutics** 4 cr. hrs.
A focused clinical pharmacology course designed specifically to develop an extensive understanding of the medications routinely used in inpatient and outpatient care. Presented in a case study format using patient scenarios to develop clinical pharmacology knowledge. Prereq: PHAS major, BISC 7120, and admitted to the Physician Assistant Studies.

PHAS
7230 **Geriatric Medicine** 2 cr. hrs.
An introduction into the biological aspects of aging, latency of disease, clinical geriatric syndromes, atypical disease presentations, drug prescribing and long term care of the elderly. Students develop an understanding of the special considerations and knowledge needed for clinical assessment and management of this special patient population. Prereq: PHAS major; Admitted to Physician Assistant Studies.

PHAS
7235 **Emergency Medicine** 4 cr. hrs.
Provides a comprehensive introduction to diagnosis and treatment of common and life-threatening patient presentations in the Emergency Department. Prereq: PHAS major; admitted to Physician Assistant Studies.

PHAS
7250 **Surgical Principles and Procedures** 4 cr. hrs.
An introduction to the role of the physician assistant in surgery and surgical procedures commonly performed in post-operative care. Employs a system-oriented, problem based approach and clinical information is presented in conjunction with appropriate, correlative lectures or labs in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, and nutrition. Prereq: PHAS major; admitted to Physician Assistant Studies.

PHAS
7245

PA Professional and Ethical Issues *1cr. hr.*

This course emphasizes current issues facing the profession, including legal and ethical problems, reviewed from the unique vantage point of professionals within the healthcare system. Students will become familiar with the history and traditions of the PA profession. This is complimented by information about certification and licensure, employment, professional organizations and political/legislative topics. A portion of the course confronts ethical issues facing today's healthcare providers as outlined by the PA Ethical Guidelines and student presentations. Prereq: PHAS major; admitted to Physician Assistant Studies.

**MARQUETTE UNIVERSITY
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CLINICAL COURSE LISTING -subject to change

Third Year (PA3 Clinical Year) - May to May					
A Master's degree in Physician Assistant Studies requires successful completion of 30 credits of Clinicals and 2 credit Capstone Project					
		Cr.	Sect.	Description (weeks)	Rot
PHAS 7986	PC Across the Ages	6	155	PC Ped- Geri (9 weeks)	Core A+B
	PC-Adult	4	150	PC Adol- Geri (6 weeks)	Core A
	PC-Peds	2	130	PC Newborn-Adol (3 weeks)	Core B
	PC-Peds Extended	4	135	PC Newborn-Adol (6 weeks)	Core
	Surgery	4	140	Core Surg Rotation (6 weeks)	Core C
	Emergency Medicine	4	120	Core EMG at ED site (6 weeks)	Core D
	Hosp Based Med	4	110	Core inpatient IM (6 weeks)	Core E
	Clinical 4-Cr elective	4	210	(6 weeks)	Elect
	Clinical 4-Cr elective	4	220	(6 weeks)	Elect
	Clinical 2-Cr Beh Med	2	230	(3 weeks)	Elect
	Clinical 4-Cr Beh Med	4	235	(6 weeks)	Elect
	Clin 2-Cr WMN's Hlth	2	250	(3 weeks)	Elect
	Clin 4-Cr WMN's Hlth	4	255	(6 weeks)	Elect
	Clin 2-Cr Elective	2	260	(3 weeks)	Elect
	Clin 2 Cr Elective	2	265	(3 weeks)	Elect
	Clin 2 -Cr Elective	2	270	(3 weeks)	Elect
	Clin 4-Cr Elective	4	280	(6 weeks)	Elect
PHAS 7997	Master's CAPSTONE	Sum. or Fall. or Sprng		2 credits total	
PHAS 7887	Summative Clinical Assessment (2 cr x sem)			6 credits total	

Clinical Site Placement

Students are not required to find their own clinical placements. The program will work with each student to match the student to clinical sites in a sequence that will foster the greatest amount of clinical learning.

Students who wish to establish a “one-time” clinical placement must work with the clinical director well in advance of the actual placement, in order to guarantee that the necessary forms and approvals are in place before the first day of the clinical experience. The student will have a combination of the above core rotations and electives in addition to the Master’s Capstone Project throughout the Clinical Year to total 38 credits.

Once clinical placements are finalized, changes can only be made with approval of the Director of Clinical Education.

**MARQUETTE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES**

The Master’s Research Capstone

Overview: A Research Capstone must be completed by each Master of Physician Assistant Studies (MPAS) student prior to graduation. It is the final requirement for the MPAS degree. In order to successfully complete this curricular requirement, each student must:

1. Propose a clinical question that can be developed into a research paper
2. Write a formal paper of publishable quality that will become part of the Marquette University Physician Assistant (MU PA) archives.
3. Deliver a formal public presentation of the project to students, faculty, and other invited guests.

Course Learning Outcomes: The goals of the Master’s Research Capstone (MRC) are to demonstrate the student’s ability to:

1. Define a research question or problem statement of importance to clinical practice or public health.
2. Critically analyze scientific literature; incorporate it into writing; and attribute source with proper citation.
3. Deliver a formal presentation on the MRC and accurately respond to audience questions.

Capstone Faculty Advisor: Each student will have one Marquette PA faculty advisor for the MRC. Student-faculty advisor pairing is decided by the Master’s Research Capstone Course Director.

The faculty advisor will be responsible for review and critique of the student’s research question for its relevance and quality. The advisor will accept, accept with revisions, or reject the student’s focused question. After acceptance of the focused question, the student will submit the EBM Paper Proposal and Agreement Form and all drafts to their

advisor by the due dates defined in the didactic year Capstone Primer Course PHAS 7997 syllabus and the clinical year Capstone Course 7997 syllabus. Advisors are expected to respond verbally and in written form in a time sensitive manner with appropriate feedback to students' drafts.

Description of the Evidence-based Medicine Research Paper:

Capstone Primer PHAS 7997, Sec 222

Each student will formulate a clinical research question that is suitable for a systematic review of the literature. Proposed research questions are submitted on the PICO worksheet along with the search strategy used. After receiving provisional approval of the research question in Capstone Primer, the student will complete a full literature search to identify 4-5 best evidence articles and complete the literature appraisal grid for each article. Then the EBM Paper Proposal and Agreement Form will be completed and submitted by the posted deadline during the Capstone Primer course. The student will work with their capstone faculty advisor to revise any of their work, including improving upon or re-working their clinical research question.

Capstone PHAS 7997, Sec 102 (during the clinical year)

Based upon the work completed in the Capstone Primer course, the student will bring their work to completion in the 3-week Capstone Course during the clinical year with deadlines for work determined by their capstone faculty advisor. The student will also meet with their capstone faculty advisor during the 3-week time to review their work. Each student will complete a full annotated bibliography and paper outline followed by the writing of the final paper. The final paper is to be 15-20 pages in length and is a review of literature of 4-5 peer reviewed papers with a comprehensive critique of each article.

The final research paper and presentation will be submitted to the faculty advisor by the posted deadlines. Students who fail to adhere to the posted deadlines may be referred to the Progress and Promotion Committee. The requirements for the Master's Research Capstone are fulfilled upon the successful public presentation of the Evidence-based Medicine Research Paper and the submission of the final research paper.

Guidelines and Instructions for the Master's Research Capstone Paper

Capstone Annotated Bibliography Instructions

Each student will create an annotated bibliography made up of the **4-5 single study articles** determined to be the best available evidence to answer the clinical question. The purpose of the annotated bibliography is to provide the reader with a summary and appraisal of the sources chosen for the review of literature section of the evidence-based medicine paper. Each annotation should include information about the study objectives, study design, setting, participants, main findings, pertinent strengths and

limitations, and opportunities for bias. Each annotation should also include a discussion of the validity of the study, clinical significance of the findings, and how the study addresses the clinical question. The annotated bibliography can be written in present or past tense.

Students must use AMA format for citations. Style manuals and guidelines for AMA format are available at the MU Libraries Research Guides homepage (<http://libguides.marquette.edu/citationhelp>).

Specific guidelines for this submission include:

- The paper must be typed, double-spaced with one-inch margins and 12-point font
- Use of an accessible font: Calibri, Arial, Times New Roman, Georgia
- The Annotated Bibliography should be approximately 10 pages in length
- Clinical question must be written out in sentence form at top of document (*this is the only document in which the clinical question is written out at the top of the document)
- Annotations must be presented in alphabetical order and sequentially numbered
- Reference citations should follow AMA formatting with numerical superscript in text citation and a reference list, on a separate page, at the end of the Annotated Bibliography
- Each annotation should include the impact factor of the journal
- Check spelling and grammar prior to submitting work using Grammarly
- The D2L dropbox will have the **Turnitin** feature activated, and the student's submission needs to be **green** ($\leq 24\%$ matching word content) or will not be accepted.
- Include copies of the 4 or 5 single study articles along with any corresponding appendices with the D2L submission
- Students are strongly encouraged to use campus resources such as the Writing Center located in Raynor Library and/or individualized meetings with the MU Health Sciences Librarian

For additional guidance on the annotated bibliography, please reference the AB rubric. The annotated bibliography is due to the student's faculty capstone advisor.

Capstone Paper Outline Instructions

An outline is the plan for a research paper and helps the student to organize their thoughts and arguments. A well composed outline can make writing the paper very efficient. Additionally, the outline will help the student create the Table of Contents page that is included in the final paper submission. The outline page should at a minimum include:

- Title of the Capstone paper
- Clinical Question

- Major sections of the paper from the Introduction to Conclusion indicated by Roman numerals (i.e., I, II, III, IV, V, etc.).
- Major ideas for each of the major sections, indicated by capital Arabic numerals (i.e., A, B, C, D, E, etc.)

The outline must be typed, double-spaced with one-inch margins and a 12- point accessible font: Calibri, Arial, Times New Roman, Georgia. The student should check spelling and grammar prior to submitting their work.

The outline is due in conjunction with the annotated bibliography and is to be submitted to the student's faculty capstone advisor.

Capstone Introduction, Background, and Methods Instructions

Students should use formal, third person language. For the introduction and background areas of the paper, present tense can be used. Students must use AMA format for in-text citations and for the reference list. Style manuals and guidelines for AMA format are available at the MU Libraries Research Guides homepage (<http://libguides.marquette.edu/citationhelp>).

Specific guidelines for this submission include:

- The paper must be typed, double-spaced with one-inch margins and 12-point font
- Use of an accessible font: Calibri, Arial, Times New Roman, Georgia
- The text should be divided by appropriate headings and subheadings
- Check spelling and grammar prior to submitting work using Grammarly
- The D2L dropbox will have the **Turnitin** feature activated, and the student's submission needs to be **green** ($\leq 24\%$ matching word content) or will not be accepted.
- Students are strongly encouraged to use campus resources such as the Writing Center located in Raynor Library and/or individualized meetings with the MU Health Sciences Librarian

Introduction:

The introduction provides an introduction of the topic and/or health problem. The goal of this section is to keep the reader's attention and persuade them to continue reading. The introduction typically consists of three parts, which are usually written across 3 paragraphs. Part 1 states the general field of interest by concisely presenting what is already known. Part 2 states the uncertainty by presenting others' findings that will be challenged or expanded. Part 3 states the research question. The introduction must end with student's statement of research (research question or inquiry focus).

Background:

This section of the paper should provide the appropriate background information for the capstone question including epidemiology, pathophysiology, clinical presentation,

diagnostic criteria, and management overview. Include relevant and current literature as it relates to the topic.

Methods:

This section should be written in paragraph form and describe how the research was conducted and how the evidence was obtained. It should be written in third person language and in past tense (i.e. do not use “I/me/we”) It must include the two databases used, the date(s) of the searches, a description of the search terms used, Boolean Operators used (AND/OR), and limits/filters applied to the search. It must also include a description of the inclusion and exclusion criteria used for selecting the articles included in the review of literature. Following the procedure outlined in this section, someone should be able to reproduce the searches and find the papers chosen by the student for review. If needed in the final paper, an appendix of the search history used for the review and identification of literature can be created.

For additional guidance on this section of the paper, please reference the Intro through Review of Literature Rubric.

The Introduction through Review of Literature is due to the student’s faculty capstone advisor.

Capstone Review of Literature Instructions

Students should use formal, third person language. Students must use AMA format for in-text citations and for the reference list. Style manuals and guidelines for AMA format are available at the MU Libraries Research Guides homepage (<http://libguides.marquette.edu/citationhelp>).

Specific guidelines for this submission include:

- The paper must be typed, double-spaced with one-inch margins and 12-point font
- Use of an accessible font: Calibri, Arial, Times New Roman, Georgia
- Pages should be numbered consecutively beginning after the table of contents
- The text should be divided by appropriate headings and subheadings
- Check spelling and grammar prior to submitting work using Grammarly
- The D2L dropbox will have the **Turnitin** feature activated, and the student’s submission needs to be **green** ($\leq 24\%$ matching word content) or will not be accepted.
- Students are strongly encouraged to use campus resources such as the Writing Center located in Raynor Library and/or individualized meetings with the MU Health Sciences Librarian

Review of Literature:

This section is the review of each article. The student should think of it as “telling the story” of each article. Each article is presented/written about discretely from the other articles under review, thus the articles are not interwoven. Transitions in writing should occur between each article.

The order in which the articles are reviewed is for the student to thoughtfully determine and should be based off the best sequence in which to “tell the story.” Some examples of how articles have been sequenced include:

- Chronological order
- Thematic order
- Ascending order of strength or impact
- Descending order of strength or impact
- Comparator studies 1,2,3 followed by Comparator studies 4,5
- Population x studies looking at x intervention 1,2,3 compared to population studies y studies looking at x intervention 4,5

The Review of Literature may have subheadings but does not have to.

The “story” of each article should include the study design, study population, the intervention and comparator or the variables studied, the methodology used by the researchers, outcomes studied, and reported results/data of the study outcomes that pertain to the student’s research question. The impact factor of the journal is **not** included in the Review of Literature (only the Annotated Bibliography).

Results/data reported should include, at a minimum, point estimates, confidence intervals, mean \pm SD (if applicable), and p-values. Further, depending on the type of article, additional statistical values should be included if there is enough information in the text or tables of the article. If the values are not calculated by the article authors, the student must do the calculation. Use the lectures from the Evidence Based Practice courses and the EBP stats calculator on the D2L course site for additional resources and guides.

- Diagnosis articles – Sensitivity and Specificity, Positive Predictive Values, Negative Predictive Values
- Therapy articles – NNT or NNH if the treatment effect or harm effect is statistically significant

Capstone Discussion and Conclusion Instructions

Students should use formal, third person language. Students must use AMA format for in-text citations and for the reference list. Style manuals and guidelines for AMA format are available at the MU Libraries Research Guides homepage (<http://libguides.marquette.edu/citationhelp>).

Specific guidelines for this submission include:

- The paper must be typed, double-spaced with one-inch margins and 12-point font
- Use of an accessible font: Calibri, Arial, Times New Roman, Georgia
- Pages should be numbered consecutively beginning after the table of contents
- The text should be divided by appropriate headings and subheadings
- Check spelling and grammar prior to submitting work using Grammarly
- The D2L dropbox will have the **Turnitin** feature activated, and the student's submission needs to be **green** ($\leq 24\%$ matching word content) or will not be accepted.
- Students are strongly encouraged to use campus resources such as the Writing Center located in Raynor Library and/or individualized meetings with the MU Health Sciences Librarian

Discussion:

This section summarizes the results/findings and relates it to the literature and current practice. It should be written in past tense. The discussion should include the following:

- An overall summary of the data/evidence supporting the comparator from the PICO.
- An overall summary of the data/evidence supporting the intervention from the PICO.
- A summary of the data presented in the Review of Literature to include both statistical and clinical significance.
 - How the evidence/findings are consistent or inconsistent with each other
 - How the evidence/findings are consistent or inconsistent with the larger body of research evidence available, acknowledging any ambiguity or controversies
 - How does this review add to the body of knowledge on the question
- Summary of the strengths and limitations of the studies
- Summary of the internal and external validity of the studies
- Summary of the biases of the studies
- How does this literature review address or answer the clinical question presented making your point of view clear

Conclusion:

This section should include the final insights from the discussion and the review of literature. The conclusion should include the following:

- Summary statement or take-way statement
- Gaps in the literature
- Implications of the review on clinical practice; providing any changes to practice that are recommended
- Implications of the review on patients
- Implications of the review on policy makers

For additional guidance on the Discussion and Conclusion sections, please reference the associated PowerPoint and the Final Paper rubric.

The Discussion and Conclusion (draft) is due to the student's faculty capstone advisor at the time of the Introduction through Review of Literature submission.

Capstone Final Paper

The Master's Research Capstone final paper should be of publishable quality. Students should use formal, third person language. Students must use AMA format for in-text citations and for the reference list. Style manuals and guidelines for AMA format are available at the MU Libraries Research Guides homepage (<http://libguides.marquette.edu/citationhelp>).

Specific guidelines for the final paper submission include:

- The paper must be typed, double-spaced with one-inch margins and 12-point font
- Use of an accessible font: Calibri, Arial, Times New Roman, Georgia
- Pages should be numbered consecutively beginning after the table of contents
- Must include a Title Page, Table of Contents, and an Abstract (see below)
- The text should be divided by appropriate headings and subheadings
- Check spelling and grammar prior to submitting work using Grammarly
- The paper must be between 15 - 20 pages in length (not including the abstract, acknowledgements, table of contents, references, or appendices).
- The D2L dropbox will have the **Turnitin** feature activated, and the student's submission needs to be **green** ($\leq 24\%$ matching word content) or will not be accepted.
- Students are strongly encouraged to use campus resources such as the Writing Center located in Raynor Library and/or individualized meetings with the MU Health Sciences Librarian

Title Page:

A title page for the paper should include the title of the paper, the author, the affiliated institution, the name of the faculty advisor, and the date of submission.

Acknowledgments: (if appropriate)

The acknowledgements page should include a list of advisors or mentors outside of the PA department, any clinical or community/public health collaborators, and date of IRB clearance.

Table of Contents:

A list of tables and figures should be included as part of the table of contents.

Abstract:

The abstract is written in formal, third person language and should follow the specific guidelines:

- Prepare a 200 - 300 word structured abstract.
- Do not cite references in the abstract.
- The abstract must be on a separate page of the final document and should include the following sections with headings:
 - Introduction/Background (including statement about the purpose of the study/project)
 - Methods
 - Results/Findings
 - Discussion/Conclusion
- The abstract follows the Table of Contents and comes before the Introduction of the paper
- The abstract should be the first numbered page in the final paper
- Check spelling and grammar prior to submission using Grammarly

References:

The reference list must start on a separate page with a heading. References must follow AMA format guidelines. References must be in numeric sequence and singled spaced with a double space between each reference. Citations must be written in AMA format. Style manuals and guidelines for AMA format are available at the MU Libraries Research Guides homepage (<http://libguides.marquette.edu/citationhelp>). **Papers that do not follow AMA format will not be accepted.**

Appendices:

Any supportive data including all figures, tables, illustrations, and graphs references in the text. Tables and figures should be placed on a separate sheet of paper and numbered consecutively to correspond with their placement in the text. All figures must include short descriptive legends.

Capstone Presentation

The Capstone presentation should not be longer than 25 minutes in length followed by 5 minutes for questions and answers following. The student should be able to “defend” their capstone question, review of literature, and conclusions drawn. The student should wear professional attire and his/her medical white coat.

Marquette University Physician Assistant
Studies PowerPoint Style Guide

Adapted from the American Academy of Family Physicians PowerPoint Style Guide

Slide Design and Format:

- Use slide layout templates when creating slides. Avoid inserting blank slides.
- Use wide screen slide size 16:9
- Font style: Arial, Verdana, or Tahoma
- Font size:
 - Headings – 32 font or larger
 - Subheadings – 30 font or larger
 - Text – 24 (minimum font size to use)
- Each slide needs a title. Follow title case capitalization rules for titles.
- Do not use word art. Limit use of clip art. Limit use of special effects or movements.
- Do not have more than 2 graphics on one slide.
- Diagrams, illustrations, and tables are strongly encouraged.
- Use high-resolution images. If your pictures look fuzzy or pixilated on screen, they will look that way in your presentation, as well.
- Use bullet points not complete paragraphs on slide unless it is a direct quote.
- Keep slides visually clean and appealing; allow for white space; keep the background simple.
- In general, keep the number of lines per slide to less than 10 and the number of words to 30 per slide.
- Use correct capitalization, punctuation, and spelling.

Content:

- Statement of research or “question” must be very clear early in the presentation.
- Include separate slides for the introduction, methodology, and the discussion/conclusion.
- Use bullet points to summarize main points/conclusions of articles/studies.
- Use correct medical, clinical, and scientific terms (ex. “perform a physical examination” vs “do a work-up”)
- Use generic drug names.

Source Citations:

- Always cite the source of your information
- Slides must be appropriately referenced, and a final reference list provided.
- Source citations must be noted on the slide in which the cited material appears.
- When there are multiple source citations, they must be numbered consecutively with Arabic numerals in the order in which they appear on the slide.
- Numbering of source citations must be specific to each slide (i.e. each slide should start with one)
- Sources must be cited as footnotes in 10-12-point font and typed into a separate text box.

- Must have a “References” slide at the end of the presentation with source citations listed in alphabetical order.
- Source citations for images must be included immediately below the image and should not be included on the “References” slide.
- Sources used generally to help understand the pathophysiology do not need to be cited within the slide but must be included in the references list at the end of the presentation.

Presentation:

- Plan 1-2 minutes per slide. For a 25-minute presentation, you will need ~15-25 slides.
- Use the notes section for your presentation notes and details.
- Rehearse before presenting.
- Make your presentation interactive.
- Engage the audience to think, process, and assimilate knowledge.
- Get plenty of rest before your presentation.
- If you are having fun, your audience is having fun!
- A printout of the PP presentation must be given to faculty reviewer before presentation.

SECTION III

ACADEMIC & ADMINISTRATIVE PROGRAM POLICIES & REGULATIONS

Attendance Expectation

Mandatory attendance is required in all PHAS didactic and clinical course activities to completely obtain the knowledge and skills necessary to practice complete and competent medicine. The mandatory attendance requirement is drawn from the faculty's combined experiences and is structured from their experiences practicing as PAs in today's health care environment. Attendance is counted both in-person and in the remote setting for didactic courses. Like the work environment where attendance and timeliness are expected, we have modeled an identical classroom expectation. Due to the rigor of coursework and clinical activities in the professional program, all students are held to this attendance standard. Exceptions are not made for collegiate athletes or those involved in extra-curricular activities. If the PA Program is teaching in a remote setting due to COVID-19, it is expected that students still attend class and participate in all classroom discussions and mandatory sessions. This standard can be met by in-person attendance on Marquette's campus or by virtual engagement via Microsoft Teams. Students must be logged into the streamed live session with their camera on if attending remotely. The program will work to provide reasonable accommodations for students when they must report to campus for mandatory assessment such as procedures, OSCES, and Simulation events. This may include consultation with the Office of Disability on campus.

Students who are ill or anticipate absence for a family emergency must immediately contact the Director of Didactic Education, Program Director, or PA's main office. All students must consult with the course instructor(s) for makeup work, if necessary. If the work cannot be made up due to time/schedule constraints, or if the student is not available for the makeup date for some other reason, the student will meet with the Progress and Promotion Committee. Students may be offered an incomplete with an alternate make up opportunity, an academic withdrawal from the program with deceleration to the next cohort, or may not be able to progress in the program resulting in an academic withdrawal/dismissal from the program. Absences due to illness/quarantine due to COVID-19 will be reviewed on a case-by-case basis, with the MUPA Student COVID Code of Conduct guiding decisions.

All students are expected to be in attendance for every class for the entire duration of each class. If a student is more than 10 minutes late to a class without an excused absence, it will be counted as an unexcused absence. Attendance beyond the scheduled end of class time does occur with some frequency. Students are expected to remain and participate during these occurrences.

There are excused absences that are acceptable such as:

- 1) Immediate family illness/death or of the spouse/significant other: (Parents, siblings, grandparents, children, spouse).
- 2) Students own personal health concerns. Students are expected to keep the Program Director and instructors apprised of when they anticipate returning to coursework if too ill to participate remotely.

Unexcused absences include the following:

- 1) Leaving class before being excused by the instructor
- 2) Weddings
- 3) Family vacations/engagements
- 4) Illnesses/death of non-immediate family persons
- 5) Car/traffic problems
- 6) Alarm clock problems
- 7) Tardiness (beyond 10 minutes will be considered an absence)
- 8) Employment conflicts
- 9) Travel arrangements
- 10) Child/elder care conflicts

Dates of unexcused absences will result in a loss of 3% grade reduction for each class missed per the policy. The penalty of 3% final grade reduction will not be applied to labs, OSCEs, clinics, or group/paper cases. If a student misses these events for an unexcused absence, s/he will get a 0% for that grade. Students are responsible for all work and material that is missed. For isolated days missed, students should contact a classmate for class notes/content and follow up with the instructor as needed. For anticipated longer periods of absence (must be discussed with the instructor up front), students should request course material/lecture recordings of the proposed dates missed via email to the Director of Didactic Education and instructors. All recorded lectures will be obtained by the PA program, it's faculty or guest faculty, and distributed to students on an as-needed basis. The program will make every effort within reason to keep PA students advancing in their coursework. All decisions will be communicated in email back to the students.

PA students must complete all defined Program Learning Outcomes and Instructional Objectives for progression in the program and graduation. Students in the Department of Physician Assistant Studies are participants in a professional training program whose graduates assume positions of high responsibility as providers of health care. Students must have academic and clinical skills but also must demonstrate interpersonal skills, reliability, professional appearance and conduct. Deficiencies in any of these areas will be brought to the students' attention. Continued deficiencies may result in disciplinary actions, including dismissal. The PA Program follows the

Office of the Provost's Undergraduate Attendance Policy (see handbook) and has adopted the same rules for the Professional PHAS courses. A withdrawal from a course may result if too many absences/tardiness are accrued. Any withdrawal from a course in any year of the PA curriculum may result in automatic dismissal from the program. There is not sufficient time to repeat coursework as makeup. It's noted that approved attendance in the remote setting is not counted as an absence from class.

If more than 6 absences are present in any single course, the student will come before the Progress and Promotion Committee (P&P) for review. The Physician Assistant Studies Progress and Promotion Committee will review any student who has surpassed 6 absences in any single course to determine if the academic withdrawal will be enforced. The P&P Committee may choose not to enforce the policy if the absences threshold is surpassed given the student circumstances. The P&P Committee will work with students who may be affected with illness due to COVID-19 on a case-by-case basis.

A student is expected to attend every meeting, lecture, lab, or clinical experience (clinics) of this course. Any absence, regardless of the reason, prevents the student from getting the full benefit of the course and renders the student liable to university censure. In the Department of PA Studies, class attendance requirements and the impact that absences may have on students' grades are made by the individual instructors and the department.

SYMPTOMS and COVID-19 EXPOSURE

It is your responsibility as a Marquette University student to protect the health and safety of our community in this course. The University has mandated vaccination for all students for the academic year 2021-2022. COVID Cheq will still be used, but those fully vaccinated that provide documentation may no longer receive the daily symptom screening survey. Instead, they will receive a daily email providing a green check. You may be required to show your automated green check to show clearance for entry into campus buildings. If you are experiencing symptoms related to COVID-19, you must follow the link in the automated email to report symptoms.

If you are **unvaccinated and are exposed**, please notify the Program Director, Associate or Assistant chair immediately per the PA Program COVID-19 Policy, and quarantine for the time specified by your healthcare provider or public health department. If you are **vaccinated and exposed**, please also notify the PA Program Director, Associate or Assistant Chair immediately per the PA Program COVID-19 Policy. You may continue attending class while closely monitoring for symptoms for 14 days and testing at the direction of the MUMC or your health care provider. If you become symptomatic, get tested and follow your healthcare provider's recommendations for quarantine and/or isolation.

If you are diagnosed with COVID-19, immediately notify the PA Program Director, Associate or Assistant Chair per the PA Program COVID-19 Protocol for further counsel. In addition, the University encourages all students, faculty, and staff to voluntarily disclose COVID-19 related diagnosis, symptoms, or self-quarantine at <https://www.marquette.edu/coronavirus/covid-19-employee-and-student-voluntary-disclosure.php>. The information you provide will be kept

confidential in accordance with HIPAA and FERPA guidelines and will be used to aid in contact tracing.

The PA Program will work with students who are required to isolate due to COVID-19 infection, or students requiring quarantine due to COVID-19 exposure to complete work virtually and utilizing make up days throughout the semester. If too many absences occur per the absence protocol, such that students are unable to make forward progress in the course, they may be withdrawn from the program or decelerated at the discretion of the Progress and Promotion Committee.

****Unexcused absences cause the student to lose 3 percentage points (3%) from total course points (per class) for each absence. Any partial absence is treated as a complete absence.**

Critical Absence Days

The faculty have identified several key days within the calendar year that have been misused by students in the past and absences that occur on these days are more heavily weighted.

These days are found immediately before and after scheduled University time-off or holiday breaks. Please note travel time has already been added by the University to accommodate travel.

Critical Absence Day	University Scheduled Break	Critical Absence Day
SUMMER 2021		
N/A	Memorial Day	Tuesday, 6/1/20
	July 4 th Independence Break	Thursday, 7/8/21
FALL 2021		
N/A	First Day of Class August 30	Tuesday, 8/31/21
Wednesday, 10/13/21	Fall Break	Monday, 10/18/21
Tuesday, 11/23/21	Thanksgiving Holiday	Monday, 11/29/21
SPRING 2022		
N/A	Martin Luther King Day January 17	Tuesday, 1/18/22
Friday, 3/11/22	Spring Break	Monday, 3/21/22
Wednesday, 4/13/22	Easter Break	Tuesday, 4/19/22

Any absence that occurs at any time the day before a scheduled University break or extends anytime past the scheduled return to classes is automatically an unexcused absence. These days are considered critical days by the department and any absence or tardiness on these days will result in a full grade lowering of the final grade for the given course per each occurrence. Example: final grade is B+ → B.

Individual students are expected to plan accordingly as they have been given ample information, scheduled break times, and clear expectations.

Procedures for Requesting Excused or Unexcused Absences

Any student needing to arrange any time off from any scheduled class time is to notify the Director of Didactic Education or Program Director immediately. This must be done in person or in an email or phone request. Notification of each instructor for classes excused/unexcused must be done by the student to inquire about makeup work.

**Note, some courses require mandatory in person assessments (e.g., labs, procedures, OSCEs). These course that have mandatory events must be completed in-person and cannot be completed via distance learning. The inability to complete mandatory events during the scheduled or make-up opportunity may result in withdrawal from the course or an incomplete grade and may result in a delay of graduation.

Student Protocol for COVID-19 Symptoms or Exposure

Marquette PA requires all students to receive one of the FDA approved COVID-19 vaccines and associated boosters per the CDC recommendations (or complete and have an approved waiver on file). The program will publish policies consistent with the Marquette University Medical Clinic and the City of Milwaukee Public Health Department to guide who needs testing or quarantine if necessary. Students are expected to complete the daily COVID-19 Cheq and comply with all directions. Marquette and MUPA may necessitate additional requirements set in place by the university (as a whole), the City of MKE, Milwaukee County, the State of Wisconsin, or the federal government as the pandemic with COVID-19 is fluid. If a student is infected with COVID-19, exposed or symptomatic with COVID-19 symptoms, s/he must follow the MUMC guidance and that of the PA program. Please see PA Student COVID-19 Code of Conduct.

CLASSROOM ATTIRE

Students are in a professional program where they will regularly encounter guest lecturers from various medical disciplines and patients. As representatives of this program, they should be aware that their outward appearances should be reflective of personal desires to be perceived as a competent health care professionals, cast the PA profession in a positive light, and promote Marquette University's positive image.

Although casual dress is accepted in the classroom, I will dress appropriately, my attire will always be neat, clean, and properly fitting, and will adhere to the below guidelines. I understand the following is inappropriate:

- skimpy clothing (any sleeveless shirts, see-through shirts/clothing, spaghetti straps, visible cleavage, short skirt/shorts, tight-fitting tops, yoga pants/workout pants, or skin showing between the shirt and pants).
- hats
- Clothes/tattoos displaying inappropriate language or graphics

- Clothes displaying support of any political group, movement or views, or jargon that associates the student with support of any such group.
- low-riding pants that potentially show my underwear or skin in the midriff area
- facial/oral piercings except single piercings worn in the ear lobes. These are acceptable for men/women. Additional piercings that are for religious or cultural reasons must be discussed with the Program Director.
- bare feet
- sweatpants, leggings as pants, yoga pants, workout attire pants

CLINICAL EXPERIENCES AND STANDARDIZED PATIENT ENCOUNTERS ATTIRE

Women – a skirt/dress that maintains a hem at knee length, or dress pants, a blouse and short white clinical jacket with student. Skin in the shoulder area will be covered, (no spaghetti straps, no visible cleavage), at least a cap sleeve. The name tag will be clearly visible. No visible tattoos; no facial, tongue or multiple ear piercings. Hair should be groomed in such a manner as to not interfere with patient care.

Men – dress pants, dress shirt and short white clinical jacket with student name tag clearly visible. No visible tattoos; no facial, tongue or multiple ear piercings. Hair should be groomed in such a manner as to not interfere with patient care. Beards and mustaches should also be trimmed so as not to interfere with patient care. In some instances, students with beards and mustaches may not be able to fully participate in clinical activities, particularly in surgery.

In addition, excessive jewelry, heavy perfume or cologne should be avoided. The faculty will counsel students if attire is not meeting the professionalism standard of the program. Students may be asked to leave the classroom/clinical setting and to return with appropriate attire. Students may be asked to wear scrubs for procedures, labs, or clinical interactions with standardized patients or real patients at the discretion of the Program Director and course instructors.

PROFESSIONAL CODE OF CONDUCT

The following rules have been established out of consideration for the class as a whole and to promote the image of PAs at Marquette University and the greater Milwaukee medical community.

- a. Students are expected to arrive 5 minutes prior to the beginning of class. If unavoidably late, students should enter class as discretely and quietly as possible and take a seat in the last row. Students should report their tardiness to the instructor at the conclusion of class.

Students will be logged on to Microsoft Teams if attending virtually, on time with their camera on and microphone muted.

- b. Students will be expected to come to order at the designated class time without the prompting of the instructor.
- c. During class, students must refrain from social conversations and noisy or disruptive activities, especially with food items and computers.
- d. Students using laptops/tablets during lecture periods must be accessing information only per the instructor's direction. Accessing other webpages, messaging and texting, checking or answering email is strictly forbidden. First offenses will result in the closing of the laptop/tablet for the remainder of the lecture session; second offenses will result in the student being excused from the lecture for the remainder of the class period. This will be considered an unexcused absence.
- e. Students are expected to show the proper courtesy and respect toward all patients, classmates, and faculty. Patient confidentiality must be maintained. Patient histories should not be discussed in public areas. If necessary, discussions about patients must be done with great discretion and caution.
- f. Students are expected to adhere to the Social Media Policy.
- g. Students must be respectful of classmates asking questions during the lectures and not disrupt the classroom or interfere with the learning of others.

Violations of the Professional Code:

Students who are found to have infractions of the professional code of conduct, or violations of the PA Studies Honor Code will be allowed 1 warning that will be documented in their file. The warning may accompany asking the student to leave class, change attire, apologize to students, faculty, or staff and may require a meeting with the student's advisor or Program Director. Further occurrences following the warning will lead to formal warnings being placed in their academic file and meeting with the Progress and Promotion Committee. Recurrent infractions may result in professional probation or possible dismissal.

PROFESSIONAL BEHAVIOR EVALUATION

Students will be evaluated on professionalism by various faculty starting in the first PA year. Students are evaluated not only on their academic proficiencies, but also on their professional conduct and interactions. The work of a physician assistant requires a high level of interpersonal skills, reliability, professional appearance, and conduct. The faculty believe these behaviors are

required not only for clinical practice but also must be modeled during the professional didactic phases.

Students will be evaluated by all didactic faculty within the PA program by the standards outlined on the professional conduct evaluation form as reviewed in PHAS 7145 Physician Assistant Practice.

Students found unsatisfactory will be given opportunity to improve. Continued unsatisfactory evaluations will prompt the student to meet with the Progress and Promotion Committee and may result in promotion within the program, conditional promotion with professional probation, or prevent the student from entering the clinical phase of the training and/or may lead to dismissal.

MARQUETTE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

INSTRUCTOR EVALUATION OF INDIVIDUAL STUDENT PROFESSIONALISM

Student Name _____ «Last First» _____ Term _____ Spring 20XX _____

Instructions for faculty: Please circle the letter that corresponds with your name. Additional comments and examples can be written on the back of the sheet and are required for all notations other than satisfactory.

	High Pass	Pass	Low Pass	Fail
<p><i>RELIABILITY AND DEPENDABILITY</i> Dependably and punctually completes assignments. Arrives on time for class or lab. Follows through on projects. Takes responsibility for personal actions and performance.</p>	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W
<p><i>RESILIENCE AND ADAPTABILITY</i></p>	Ba Br F G			

Demonstrates tolerance of stressful or changing environments. Utilizes healthy coping strategies. Recovers from setbacks.	H K Le Lo M P S T W			
<i>SELF REFLECTION AND CRITICAL CURIOSITY</i> Engages in reflective practice for improvement. Recognizes strengths and areas needing improvement. Sets goals for continuous improvement.	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W
TEACHABILITY AND INITIATIVE Accepts teaching and guidance. Able to discern between strengths and areas needing improvement. Initiates steps to correct these areas. Identifies and pursues resources for advancing understanding and learning. Participatory in all in and out of classroom activities.	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W
COMMUNICATION SKILLS Able to effectively relay information to instructors, peers, patients, and medical professionals. Uses language and medical terminology appropriate to setting. Attentive in all classroom and experiential learning activities. Listens effectively. Recognizes potential communication barriers and adjusts appropriately.	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W
<i>HONESTY AND INTEGRITY</i> Has consistency of character with actions that adhere to and are in accordance with professional and educational standards. Accurately attributes work and information sources. Maintains confidentiality. Demonstrates moral reasoning.	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W
<i>RESPECT AND COMPASSION</i> Addresses others by appropriate name or title. Demonstrates cultural, gender, age and racial sensitivity. Acknowledges and respects peers and other students. Demonstrates kindness to others and has empathetic qualities. Respects privacy of others. Respectful toward instructors, and guest lecturers. Recognizes when to close laptop and award undivided attention to any presenter. No public degradation of any Marquette faculty or students.	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W
<i>PERSONAL HEALTH/DEMEANOR & HEALTH BEHAVIORS</i> Neat in grooming, dress and hygiene. Physically capable of performing activities. Able to identify self-care and healthy behaviors that enable stress management and balance.	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W	Ba Br F G H K Le Lo M P S T W

TECHNICAL STANDARDS Able to integrate the technical standards required by the PA program in a meaningful and appropriate fashion.	Ba Br F G			
	H K Le Lo			
	M P S T	M P S T	M P S T	M P S T
	W	W	W	W

Advisor _____

Discussed with student ___Yes ___No

Student Signature _____

Form mailed to student ___Yes ___No

MARQUETTE UNIVERSITY CRIMINAL BACKGROUND CHECK

Students are required to participate in criminal and caregiver background checks. These background checks are required by all clinical placement facilities. If students are aware of any legal issues that may interfere with their abilities to meet the requirements of the program, they **MUST** bring these to the attention of the Program Director and Chair immediately. Students are required to complete the appropriate criminal and caregiver background checks according to the program’s deadlines each year using Castle Branch. The PA website provides access for the student to complete and pay for the background check at <http://www.marquette.edu/chs/pa/index.shtml> under “quick links.” Failure to complete the background checks according to the program’s timeline may result in meeting with the Progress and Promotion Committee and could result in a delay in the program, a delay in graduation, or dismissal.

ALCOHOL AND ILLICIT DRUG USE POLICY

The Marquette University Physician Assistant Department is committed to protecting the health, safety, and welfare of students, staff, and patients that are involved in the education of PA students. We must assure that a drug-free workplace is maintained and that University students perform their duties unimpaired by the effects of drugs or alcohol.

Signs and symptoms of possible substance-related impairment include, but are not limited to: odor of alcohol or cannabis (marijuana) on the student, slurred or incoherent speech, a change in personality, and a decline in academic performance. If, in the judgment of the instructor or supervisor, it is determined that the student is impaired, he/she will be asked to be tested immediately (alcohol and illicit drug screen). In addition, testing may include a breathalyzer test. The student will then be asked to obtain transportation to leave the clinical site or classroom. Possession of alcohol or drugs are not allowed on any Marquette Academic facility. Any positive result or suspected use will result in a mandated meeting with the P&P committee for professional misconduct.

Students must obtain a drug screen according to the program's outlined guidelines prior to starting the clinical year. Any positive drug screen, whether random or for cause, or conviction of a substance related infraction, or a positive Blood Alcohol Concentration (BAC) or equivalent in a clinical scenario or classroom setting, results in immediate dismissal from the program without academic review.

The student may petition for re-admission ONLY upon documentation of a diagnosis of substance dependence, successfully treated, in remission and with the specific recommendation of the attending physician. Such readmission is conditional on the student's acceptance that a relapse/recurrence/re-offense will again result in automatic and immediate dismissal. In this instance, there will be no possibility of re-admission under any circumstances.

Any student refusing to be tested (an alcohol breath test or a blood/urine drug test) will be per se, considered positive on that test. Sanctions will be applied to that student consistent with a positive alcohol or drug result as described in this policy.

Marquette University has adopted the below policy on CBD and CBD-containing products to incorporate in its drug use policy. Any student found in violation of this policy will come before the PA Progress and Promotion Committee for disciplinary action as above. This may include professional probation, delayed graduation or dismissal from the program.

Marijuana-derived Cannabidiol (CBD) oil is identified as a Schedule 1 drug by the U.S. Department of Justice Drug Enforcement Administration. While CBD-containing products may be marked as "hemp-derived" without THC, such products are not regulated and may contain traces of THC. Thus, the program will consider any THC-confirmed positive drug test result to be accurate, regardless of claims of use of CBD.

PHAS TEST TAKING/ASSESSMENT POLICY

1. Students are expected to take all course examinations/OSCEs/Assessments at the scheduled times, whether in person or virtual. Dates and times of the scheduled assessments are fixed and nonnegotiable but may be changed at the discretion of the program faculty. Students are expected to be present either in the testing center or virtually as directed by the instructor and logged onto the computer 5 minutes prior to the exam start time. Students must sign in upon entering the exam room if the test is taken on site. The testing environment with below guidelines start upon signing in. Students are expected to arrive to lab/OSCE/other

assessments 15 minutes prior to the scheduled start time unless otherwise directed by the instructor.

2. In the event of illness or crises, the student must contact the PA main office at 414-288-5688 to leave a message for the course instructor. If the exam is being administered virtually, they must contact the instructor via Teams or email. Any tardiness after the exam start will be subject to the following disciplines across all three years of the PA program:
 - a. First offense, the student will receive a verbal warning and still take the exam/assessment
 - b. Second offense, the student will take the exam/assessment but receive a deduction of 10% on the earned grade.
 - c. Third offense, the student will receive a zero for the exam/assessment and have access removed not allowing the student to complete the assessment. The student will be mandated to meet with the Progress and Promotion Committee whereby actions may include academic or professional probation, conditional promotion, or dismissal from the PA Program.
3. Students who miss an examination/assessment because of illness or crisis must take the exam/assessment in this time period or as arranged by the course director. A student who fails to take the exam/assessment on the first day back to class will still be required to take and pass the exam/assessment, but will receive a zero grade for that exam/assessment, at the discretion of the Program Director.
4. Scheduling of missed examinations/assessments for the student with a prolonged illness will be dealt with by the Progress & Promotion Committee of the Department of Physician Assistant Studies.

RESPONDUS/D2L EXAMS/ASSESSMENTS POLICY

1. Students must come to the exam/assessment room with only their laptop (no book bags, phones, flashdrives, paper, snacks, water bottles, etc.). Laptop may be turned on, but you must log into Respondus in the room. Medical equipment may be used when instructed to do so for the OSCEs.
 - a. For virtually administered exams, students must not have notes, or other devices present to access information.
 - b. For virtual exams, students must secure a quiet, well-lit area with no background disruptions. Respondus MONITOR will be required.
2. Students must have a PC available to take all exams with a working microphone and webcam.
3. Students must have Respondus Lockdown Browser installed on their PC laptop. It is up to the student to check to make sure the Lockdown Browser is properly functioning before coming to the exam. In the event that is not functioning properly, please notify the course or faculty instructor for assistance.
4. Students should not discuss the exam or nature of the assessments with any other student. Any students found discussing the assessment, looking at other computer screens or found with notes or accessing notes, whether paper or on the computer/laptop/internet, will be considered breaching the PA Honor Code and may

receive a zero for the exam. These students will be required to meet with the Progress and Promotion Committee and may be placed on probation with conditional promotion, or dismissed from the program. Similarly, any student flagged on Respondus MONITOR for suspicious unexplained behavior may be found in breach of the PA Honor Code and may receive a zero for the exam.

5. Students will log into Respondus/MONITOR at the time of exam, in the exam room or virtually.
6. Students may use the PA program-provided small white board during the exam to record questions they want to return to. The board must be erased and turned back into the bin upon exiting the exam room.
7. For OSCE note write-ups, and virtual OSCEs or patient encounters, students are expected to generate their own work the day of the event and not use pre-templated note formats.
8. Exams must be submitted via D2L within the allotted timeframe. Exams submitted late will receive a 2% reduction in the exam grade for every minute late. Students are expected to watch the timer set on the exam.
9. Students should submit their exam at the end of the test, and then students should review questions answered incorrectly in the classroom. Finally, students should log out of D2L/Respondus MONITOR and quietly leave the testing room. White boards will be wiped clean and then collected.
 - a. For virtual exams, students may use a blank white sheet of 8x10 paper during the exam, students are expected to submit the exam, review questions answered incorrectly, and exit from the exam.
- 10 Faculty will make the exam inactive immediately following exam. Any student found trying to access the exam after it is submitted will be referred to the Progress and Promotion Committee for discipline.
11. All PHAS course exams are not to be accessible or copied at any time. Any availability of exams should be reported to the Program Chair immediately.
12. Any breach of the test/assessment D2L/Respondus policies is considered a breach of the PA Honor Code and should be immediately reported to the Program Director. Students may receive a zero for that exam. Disciplinary actions may include probation with conditional promotion, or dismissal from the program.

STUDENT PEER REVIEW COMMITTEE FOR PHAS COURSES

The Department of Physician Assistant Studies faculty aim to author valid examination questions that critically evaluate each student's understanding of course content. Examination questions are developed by each faculty member. Questions are subsequently reviewed and updated yearly.

At the conclusion of every examination, a test item analysis is conducted on each question. Faculty review the analysis to determine its performance and accuracy. The analysis determines, among other things, the percent of students that answered the question correctly. Individual faculty members may choose to discard or provide bonus credit for test questions prior to posting the test. Faculty members will attempt to post all examinations.

The SPRC is made up of a group of students jointly appointed by the faculty and student association. The purpose of the SPRC is to provide peer counseling to classmates who may not understand the right answer for a question, or a broader concept. If a student disputes a posted correct answer providing evidence as to why it is incorrect, and the SPRC is in agreement, the function of the SPRC is to discuss the fairness and validity of disputed test questions and bring formally disputed test question(s) forward to the faculty.

Process:

1. Students who wish to contest the answer to any exam question present their exam question issue before the SPRC. The student disputing the question must present the SPRC with information from textbooks or other referenced resources that refute the question's original answer.
2. The SPRC will determine if the dispute has reason to be presented to the faculty.
3. The SPRC reviews individual student's issues concerning exam questions, checks with the faculty member for the item analysis to determine whether an argument for a different answer is warranted. Only warranted objections can be brought to the faculty by the SPRC.

Questions that are answered correctly by 60% or more of the students cannot be contested by individual students

**Individual course instructors will not discuss test questions discrepancies without the support of the SPRC. All SPRC test question reviews will take place and be resolved within 72 hours of the posting of the exam and answer key. Disputes will not be heard after this time.

* Faculty members may choose to review isolated test questions or entire exams with certain students for remediation/learning purposes.

**REMEDICATION FOR PHYSICIAN ASSISTANT STUDIES STUDENTS
PHAS and BISC COURSES**

Definition:

Within a course (PHAS or BISC courses), an instructor may use several evaluation tools (such as exams, OSCEs, paper case, reflection essays) to determine a course grade. Within this framework, a student may perform below the required academic standards (70%) in certain content or task areas on these assessments. In such circumstances, specific content areas may require remediation to allow a student to demonstrate success for the content areas. The goal of remediation is not only for students to demonstrate achievement of academic standards, but to shape their learning around the content areas and task areas they may be struggling with. The program is committed to working with students on learning styles, test taking strategies and in developing ways to enhance their learning when remediation is required.

Process:

Remediation will occur whenever a student achieves less than a "C" (70%) grade on any particular assessment. The student **MUST** contact the course instructor and inquire about

remediation within 48 hours of release of the exam grade if a grade of less than “C” (70%) is achieved, as stated in the course syllabi and PA student didactic handbook. Failure to contact the professor or instructor within this time frame will result in a mandatory meeting with the Progress and Promotion Committee for PA Studies. The instructor will meet with the student to review content and task areas that were not achieved or where the student struggled. The instructor and Director(s) of Education will decide on a remediation format and timeline for reassessment. This may entail re-taking a comparable evaluation assessment (i.e. new D2L test or OSCE), or other assignments. Remediation requirements should generally be completed within 2-3 weeks from the initial faculty-student meeting or as directed by the course instructor. Final exams that need to be remediated will be completed the first week of the following semester. Students will receive an incomplete grade (“I”) until the remediation is successful. Some exceptions may be made when starting the clinical year. However, a student’s start of the clinical year may be delayed until all remediations are completed.

The student may be asked to meet with the Educational Specialist to evaluate the learning approach to the academic standards that were not achieved. This may include discussing the initial study strategies, mistakes that were made during the assessment, and developing plans to improve moving forward. The goal of the meeting is for the student to look at his or her learning approach and to receive guidance on how to best prepare for remediation and achieve competency next time the assessment is given.

Remediation of assessments **does not affect the exam grade, nor does it improve the semester grade.** Remediation is required to ensure that the course objectives and general content knowledge are demonstrated by the student prior to beginning the clinical year. All remediation outcomes will also be reported to the Assessment Committee and reviewed by the Progress and Promotion Committee.

Policy:

Remediation within each PHAS or BISC course:

Within each didactic PHAS or BISC course, a student is allowed to remediate up to two assessments, however the initial earned grade is not replaced. Any additional assessments that score <70% in that same course will be assigned a zero and the student will be required to meet with the Progress and Promotion Committee. These additional assessments will also need to be remediated.

In semesters where there are two clinical medicine courses, (e.g. 7091 and 7092), a maximum of 3 remediations across both courses is allowed. However, no more than 2 remediations in one single medicine course is allowed. Any additional assessments that score <70% in that same course will be assigned a zero and the student will be required to meet with the Progress and Promotion Committee. The student will then be placed on College Academic Alert (CAA) and at the conclusion of the semester may be dismissed, decelerated, or placed on conditional academic probation. (See conditions of academic probation below). Note, the Progress and Promotion Committee may reach out to meet with students earlier than the threshold is met to provide an update on the academic guidelines and seek information from them.

Failed Remediation:

If a student fails a first remediation assignment (<70%), the earned grade will not change, s/he will be required to meet with the Progress and Promotion Committee and the student will be placed on College Academic Alert (CAA). (See conditions of academic probation below). The failed remediation test does not count toward the aggregate amount of failed assessments in a semester. Students must pass a second remediation assessment of the failed material or will be given a zero for the grade on the initial assessment. Subsequent failed remediations (<70%) of future assessments in that course will result in a zero for each assessment. Any student who fails to complete a remediation assignment will receive a zero regardless of if it is the first remediation of the course or semester.

Total Remediation within the semester:

A student is allowed to remediate up to four aggregate assessments within the didactic semester for PHAS and BISC courses, subject to the terms above per course. (Failed remediation assessments do not count toward the aggregate amount). After four remediations, the student will be required to meet with the Progress and Promotion Committee and will be placed on College Academic Alert (CAA). See conditions of academic probation below. Subsequent failed assessments (<70%) in the semester will result in a zero for that assessment. At the conclusion of the semester, the student may be dismissed, decelerated, or promoted on conditional academic probation. (See conditions of probation below). Note, the Progress and Promotion Committee may reach out to meet with students earlier than the threshold is met to provide an update on the academic guidelines and seek information from them.

Any student who fails to complete a remediation assignment will receive a zero regardless of if it is the first remediation of the course or semester.

MU PA Program OSCE Remediation:

Students who do not successfully complete an OSCE are subject to the Marquette University Physician Assistant Program Remediation Policy. Students failing to demonstrate competency on any domain (history, physical exam, oral presentation, patient education, etc.) within the OSCE (scores <70%) may require additional effort to meet this competency, which may include:

- A. Meeting with the course director to review areas in which they failed to demonstrate competency; this may include reviewing the video of student performance, reviewing standardized patient checklists, and/or reviewing student written work.
- B. Developing an individualized action plan to address the competency.
- C. Students may be required to repeat the entire OSCE event to demonstrate competency, even if only certain parts of the OSCE were not achieved.

If the total final grade of the OSCE is <70%, the student must remediate the entire OSCE, and this failure will apply toward the aggregate number of remediations in the semester. The extent and form of remediation is determined by the course instructor and Director(s) of Education. Failure to comply with the remediation process will result in a meeting with the Progress and Promotion committee and may result in academic or professional probation, deceleration, delayed graduation, or possible dismissal from the program.

Second Challenge Opportunities:

Students are responsible for achieving the outlined Instructional Objectives as defined by the PA program throughout each year of the PA program. In the event that a student does not achieve competency of an Instructional Objective on the assessment in the course, the student’s grade will remain the same and a second challenge opportunity will be offered such that the student can demonstrate competency of the Instructional Objective. (Examples include repeating the cardiac exam, PICO question and search strategy, medication reconciliation, etc.). The format of the second challenge is decided by the course instructor. This may include a repeat assessment of a skill, a repeat assessment of written nature, or other.

Conditions of Promotion on Academic Probation (Subject to PA Program Discretion):

- Must pass any pending remediation according to timeline set forth by the PA department. Remediation content, format and timeline will be determined by the course instructor. If the remediation is not successful (70% or greater) the student will be immediately dismissed.
- Must maintain a term and cumulative GPA of 2.800 or higher at the conclusion of the semester. Midterm GPA may also be required to achieve a 2.80 as part of this condition.
- Must pass all courses with grade of C or better. Midterm grade of C or better may be also be required as part of this condition.
- The student is not permitted any further failed assessments (<70%) in any courses. No remediations are allowed.
- Other conditions as necessary per the Progress and Promotion Committee.

Once remediation is required for an assessment, it is encouraged that the student discuss study strategies with the course director and/or academic advisor. Additional academic resources include the Office of Student Educational Services (<http://www.marquette.edu/oses/contactus.shtml>)

STUDENT ENCOUNTER FORM

The Didactic Phase Student Encounter Form is utilized to document various interactions between Physician Assistant faculty and individual students. A copy of this form is placed in the student didactic file.

Student _____ **Date** _____

Faculty _____ **Time** _____

Mode of Contact:

____ Student called	____ Faculty Called Student
____ Note Left in Faculty Mail Box/Email	____ Note Left in Student Mail Box/Email
____ Student Made an Appointment	____ Faculty Made an Appointment
____ Message Left on Program VM/Faculty VM: Date _____ Time _____	

Reason for Contact:

Routine Advisor Meeting
 Financial Problem

Academics
 Family Problem

Student Emergency
 Health Problem

Professional Issue:

Absenteeism
 Dress
 Late Assignment
 Missed Lecture(s)
 Other _____

Professional Conduct
 Late to Class
 Missed Exam
 Missed Seminar/Lab

Describe the Reason(s) for this Encounter:

Plan and/or Recommendations to Student (Choose all that apply)

Referred to Faculty Advisor: Advisor Name: _____
 Referred to Student's Personal Healthcare Provider
 Referred to Financial Aide
 Referred to Program Director
 Referred to Course Director: Director's Name: _____
 Referred to University Resources for:
 Tutoring Services
 Counseling Center
 Other _____

Counseling was given to the student for the issue(s) listed under **Reason for Contact** above
 Student was made aware of the Appeals Process
 Student submitted letter to Progress & Promotion Committee
 Other _____

Follow UP:

Student to meet with faculty PRN
 Student to meet with faculty via scheduled appointments. How often _____
 Other _____

Copies of this form given to:

Faculty Advisor
 Program Director
 Director of Didactic Education
 Director of Clinical Education
 Other _____

This form Must go to Progress & Promotion Committee and to student file.

Faculty Signature _____ Date _____

Student Signature _____ Date _____

Student declined _____

ADVISING

Physician Assistant Students are evaluated both on their academic competencies as well as their professional behaviors. Those students working on a Biomedical Science Major in conjunction with the Master of Physician Assistant Studies will be evaluated by the Department of Physician Assistant Studies faculty and Program Specialist. All other students, and those students having received their Bachelor's in Biomedical Sciences, will be reviewed and advised by members of the Department of Physician Assistant Studies.

Students are also evaluated for their professional conduct (See above section on Professional Code of Conduct). This review takes place at the same time as the academic review. PA students are assigned an advisor who is a core faculty member in the Physician Assistant Studies program. Clinical year students are assigned an advisor who is one of the clinical year faculty.

Marquette University Physician Assistant Studies Incidental Findings Policy

Incidental Findings

It is possible that during a student's course of study, incidental medical findings may be noted on physical exam or by using diagnostic medical technology. These incidental findings may include previously known or previously unknown pathological findings or normal variants. These discoveries may occur in physical examination, point of care ultrasound, or laboratory sessions,

among other educational settings. When an incidental finding is noted, faculty should maintain confidentiality and instruct the student to follow up with his/her primary care provider, student health, or emergency services, as indicated for diagnosis and consideration of management. It is important to note that the Marquette PA Program Faculty, the Program Director and the Medical Director are not allowed to provide care or access to the student's health records unless in the event of an emergency but may facilitate referrals to health facilities.

Marquette University Physician Assistant Studies Infectious Disease Policy

Due to the nature of Physician Assistant training, there is the potential of exposure to infectious or environmental contacts that may lead to disease while on clerkship. Students should employ risk mitigation and prevention strategies such as performing hand hygiene, wearing personal protective equipment when there is an expectation of possible exposure to an infectious disease or material, following cough etiquette (covering your cough), proper handling of sharps, proper and regular cleaning of stethoscope, white lab coat, scrubs, and fabric face coverings. CDC standard precautions should be followed: <https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html>

If a student considers himself/herself high risk for exposure, contraction, or complications from contact with patients who have infectious diseases or patients for whom high clinical suspicion for infection exists, the student needs to bring forward concerns to the program and clinical education team who will then help to guide the student on proceeding forward. The student will be expected to work with the clinical team and preceptors on setting expectations for specific rotations.

Acquisition of an infectious or environmental disease may impact student learning activities during the didactic or clinical phase of training. Should a student contract an infectious disease, he/she may need to be cleared by his/her health care provider prior to continuing with the PA program course of studies, and additionally, the student must be able to meet MU PA technical standards. Based upon the degree and outcomes of any infectious exposure or disease, a student's continued participation in clinical activities may be delayed or prevented. This may delay graduation from the program.

The student is financially responsible for any costs incurred secondary to infectious exposures or disease.

COVID-19 Specific Policy

The student should employ risk mitigation and prevention strategies for COVID while on clerkship such as being vaccinated, performing hand hygiene, wearing personal protective equipment when caring for patients with potential COVID symptoms or as directed by the clinical site, proper and regular cleaning of stethoscope, white lab coat, and scrubs. Students should wear level 1-3 masks and N95s as directed by the clinical sites.

While on clerkship, if a student is notified as being exposed to a COVID-19 positive patient or employee and/or if the student tests positive for COVID-19 from a patient or employee contact, the student must:

1. Notify the Director of Clinical Education
2. Notify the preceptor and work with the clinical site to follow the site's COVID-19 specific guidelines and recommendations.
3. Follow the recommendations of the local health departments of the city/state.
4. Contact his/her primary care provider or the Marquette University Medical Clinic for guidance on testing.

If a student is identified through contact tracing as being exposed to a COVID-19 positive person in the community, or if the student tests positive for COVID-19 from a presumed exposure outside of the clerkship, the student must:

1. Notify the Director of Clinical Education
2. Notify the preceptor and clinical site of the exposure that occurred externally to the site or the student's positive test results, and the student must not report to clinic until further guidance is given. The student must immediately leave the clinical site if informed while on site participating in patient care.
3. Follow the guidance and recommendations of the local health departments of the city/state.
4. Contact his/her primary care provider or the Marquette University Medical Clinic for guidance on testing and quarantining/isolation.

In addition to the above scenarios and steps, a student with a COVID-19 positive test at any time must contact the MU Medical Clinic for guidance, recommendations, and testing.

If a student needs to self-quarantine due to being diagnosed with COVID-19, having symptoms of the disease, or exposed to someone who is positive for COVID-19 when the student is unvaccinated or not fully vaccinated (i.e. a member of the household), the student should complete the COVID-19 voluntary disclosure form found on Marquette University's Coronavirus web page. <https://www.marquette.edu/coronavirus/covid-19-employee-and-student-voluntary-disclosure.php>

Vaccinated students who encounter a known exposure or who have COVID -19 symptoms should follow the CDC and CDC health care guidelines as communicated by Marquette University. Note, these guidelines frequently change, and the Physician Assistant Studies program will communicate frequent updates. In the event of an exposure or illness, please contact the Director of Clinical Education for guidance.

COVID-19 - student, professional, and social responsibilities:

The student should understand and follow the state and local policies and guidelines on social distancing and other risk mitigation strategies during their time in the PA Program in order to safeguard themselves from infection and need for quarantine. Quarantine will affect learning time, may affect the ability to progress within the program and may delay graduation.

Students are expected to adhere to such policies in order to safeguard the patients, preceptors, and all other clinical staff at the program, clerkship sites and community clinics from potential exposure due to the student's behaviors and choices outside of the PA program hours. In the event that a student is placed in a location where less strict orders, including social distancing parameters and mask wearing, the student is encouraged to practice orders that the City of Milwaukee has in place. Students will be moving from city to city across multiples states throughout the clinical year, and each student has a duty and responsibility to mitigate the risk of infection to protect patients and other healthcare workers.

COVID-19 - opt out:

In accordance with the Marquette University policy on clinical placements during the COVID-19 Pandemic, while on clerkship, a student can choose at any time to not participate in a situation that he/she believe puts him/her at risk of infection of COVID-19 or in which he/she are not comfortable participating in due to increased health risk. The student can also request to step out of a facility if he/she perceive that any of the COVID-19 related precautions or screenings are not being followed.

If a student selects to opt-out of a rotation due to the above concerns, or if a clinical site cancels a student placement due to COVID-19 reasons, the program, as an academic institution, will make an effort to find an alternative clinical placement. However, if unable to replace the student, then graduation may be delayed.

PROGRESS AND PROMOTION COMMITTEE

COMMITTEE FUNCTION & COMPOSITION

1. To review the academic and professional progress of all physician assistant students at midterm, the close of the semester and on an ongoing basis.
2. To make RECOMMENDATIONS to the Program Director for:
 - A. Students in real or potential academic difficulty
 - B. Academic policy development or modification
 - C. Students with professionalism behavior misconducts
3. The core faculty and the program Medical Director compose the committee. The Program Director serves as the Chairperson.

PROCEDURAL OPERATION OF THE COMMITTEE MEETINGS

The Progress and Promotion Committee will meet on a regular basis at the end of each semester: summer, fall and spring. It may meet at additional times to act on special interim issues.

Procedural Outcomes

The Committee will deliberate and make recommendations to the Program Director regarding:

1. Promotion and academic progress
2. Directing student counseling
3. Remedial work based on departmental recommendation(s) or recommendations of adjunct instructors (remediation)
4. Academic Probation/Professional Probation
5. Clinical Probation
6. Suspension/Deceleration
7. Dismissal
8. Leave of Absence

PROTOCOL FOR PROMOTION OF PHYSICIAN ASSISTANT STUDENTS

GRADING SCALE

A: 100 – 94
A-: 93.99 - 90
B+: 89.99 – 86
B: 85.99 – 82
B-: 81.99 – 78
C+: 77.99 – 74
C: 73.99 – 70
C-: 69.99 – 66
D+: 65.99 – 62
D: 61.99 – 58 (no D-)
F: <58

ACADEMIC PROGRESS

To achieve satisfactory academic progress leading to promotion in the Physician Assistant Program, the student must achieve a GPA of 2.80 in each term (summer, fall, spring). In addition, the student may receive no single grade in any course less than a C. The PA program considers a grade below C to represent unsatisfactory academic progress. Unsatisfactory academic progress may result in conditional promotion, student-initiated withdrawal from the program, or dismissal from the program. Students earning a final grade of less than C (including C-) in a BISC or PHAS course will be dismissed from the program. This may also lead to withdrawal of financial aid for Health Science Professional Students (HESP) in the Master of Physician Assistant Studies program. To remain in good standing at the university, and thus the

PA program, HESP students must maintain a cumulative G.P.A. of 2.8 by the end of the second semester in the program, and each semester thereafter. Students must also demonstrate incremental competence in the 10 measured learning outcomes each semester to progress in the program, and for all 10 learning outcomes in summation for graduation requirements. Please see the Health Science Professional Bulletin.

(<http://bulletin.marquette.edu/healthscienceprofessional/departmentofphysicianassistantstudies/>)

HESP students are those who currently hold an undergraduate degree.

In the clinical portion of the program, the semester GPA is compiled from an aggregate of clinical rotation grades completed in that semester (summer, fall, spring).

Students may not participate in Physician Assistant clinical rotations until they have successfully completed all the required courses in the didactic curriculum.

Students must earn a cumulative and term GPA of 2.80 or greater to graduate from the PA program.

In addition, at intervals during each semester and at its conclusion, the Progress and Promotion Committee will review the progress of each student. The committee determines whether the student shall be promoted, conditionally promoted, (as described in these policies); or be subject to other action as described earlier in this section.

If remediation is required, students must satisfy all requirements of any remediation protocols in the defined timeframe. These protocols are defined in the PA Program Didactic and Clinical Student Handbooks. If a student does not meet the remediation requirements, s/he may be subject to dismissal with College Academic Alert (CAA).

COUNSELING: Directing a student to seek appropriate counseling is within the purview of the Progress and Promotion Committee (P&P Committee). In such cases, referrals will be made to the PA Program's Academic Counseling Subcommittee and Educational Specialist. While it is advisable for students to seek assistance from instructors and faculty as a course proceeds, there may be circumstances where support is needed to understand certain concepts and to make up work lost for extraordinary reasons such as illness. The Academic Counseling Subcommittee/Ed Specialist can recommend the student establish a collaborative plan with the faculty to complete selected course objectives and incomplete work. Students will be notified of this recommendation by letter from the program director or the Academic Counseling Subcommittee. This letter will remain a part of the student's permanent file.

In specific situations involving financial or personal elements, the Progress and Promotion Committee may recommend outside resources be utilized to satisfy this category of promotion. When medical or psychiatric consultation is required or recommended, the P&P Committee will respect patient/provider confidentiality. However, documentation of enrollment and/or completion may be required by the committee.

Other resources that are available for students to contact, or faculty advisors to refer to are included here:

Marquette University Counseling Center: 414-288-7172 (M-F 8am – 4:30pm)
<https://www.marquette.edu/counseling/>

Marquette University Medical Clinic: 414-288-7184
<https://www.marquette.edu/medical-clinic/>

Center for Psychological Services: 414-288-3487
<https://www.marquette.edu/psychology/center-for-psychological-services.php>

Office of Student Educational Services: 414-288-4252
<https://www.marquette.edu/oses/>

WARNING LETTER: A warning is a written letter to a student for non-acceptable academic progress during the semester (usually at mid-semester). A warning may come from the course instructor or the Program Director on behalf of the course instructor. The purpose of the warning letter is to make the student aware of impending academic jeopardy. Warnings are reported to the Progress and Promotion Committee and program director for informational purposes. Students may also be placed on College Academic Alert (CAA) upon receipt of the warning letter.

PROBATION: The purpose of placing a student on probation is to formally notify the student that he/she has a serious academic problem which may lead to dismissal from the program. The student is informed of probation status by letter and email from the program director; this letter becomes part of the student's permanent file. Probation may be applied at any time during the course of a semester (College Academic Alert). This will place a registration hold on future courses and delay progression in the PA program. Probation may be invoked by the P&P Committee for unsatisfactory academic progress. A student who fails to maintain a term average GPA to the required level (2.80) maybe subject to dismissal for poor scholarship. To return to good academic standing, the student must achieve a term GPA of 2.80 or greater the term following probation.

The P&P Committee will require a student placed on probation to establish a collaborative plan with the faculty for definitive improvement in the quality of academic work. This may include enrollment in particular courses; repetition of selected courses; meeting a specific quality point average in the following term; or other specific requirements or conditions. The progress of a student on probation is reviewed during and at the end of the semester of probation. At this time the committee reviews the student's progress and the student may be removed from probation, placed on probation again, or dismissed.

A student may be placed on probation and continue in the PA program. A student receiving a single deficiency may be placed on probation. A student on academic probation will not be endorsed for clinical rotations or graduation until the conditions of the probation are met. **A student who is on 2 successive or 3 aggregate terms of academic probation will be required to meet with the Progress and Promotion Committee and may be dismissed.**

A student may be placed on professional probation at any time as detailed in the policies regarding professional conduct, decorum, and unethical behavior.

DISMISSAL: A student may be dismissed for reasons including the following:

- One or more failures in any one term (grade less than C)
- Two (2) successive or three (3) aggregate terms on academic probation.
- Unprofessional conduct or unethical behavior.
- Breach of any of the PA Studies Policies and Procedures, Codes of Conduct, or breach of the PA Honor Code.
- Failure to meet the conditions of a P&P Committee decision, or terms of a collaborative remediation agreement.

Dismissal for professional reasons will result in RWPI (Required to Withdraw for Professional Integrity) on a student's transcript.

Depending on the nature of the academic deficiency, dismissal for academic reasons may result in CAA (College Academic Alert) or RWAR (Required to Withdraw for Academic Reasons). RWAR may impact eligibility for financial aid. Please see the excerpt from Health Sciences Professional Bulletin below:

<http://bulletin.marquette.edu/healthscienceprofessional/departmentofphysicianassistantstudies/>

TEMPORARY WITHDRAWAL, MEDICAL WITHDRAWAL, and DECELERATION:

Marquette University has a medical withdrawal committee that, in consultation with representatives from the College of Health Sciences, hears requests for students requesting leaves of absences due to medical reasons. In approved cases, students are offered opportunities to decelerate to the next cohort as long as all medical and psychiatric clearance is provided, and approved by the university medical committee. Students who find it necessary to request a temporary withdrawal for non-medical reasons must submit a written request to the Program Director. If the withdrawal is for medical reasons, then the request will be submitted through the University Medical Committee and the Committee's process will be followed. Please see the Health Sciences Professional Bulletin.

The P&P Committee may recommend, and must approve, a temporary withdrawal. A temporary withdrawal may be indicated under circumstances unique to specific problems of a given student, however, the temporary withdrawal shall extend no longer than a single calendar year. Normally, a student will be decelerated in the program at the end of his/her temporary withdrawal if the P&P Committee believes the purpose of that temporary withdrawal has been successfully achieved. In the didactic years this is usually one year later decelerating to the next

cohort. There are more opportunities to decelerate for shorter times during the clinical year. The Committee may require the student to repeat course work before reentry after a prolonged leave. The entire PA program must be completed in no more than 4 years. Therefore, if a second temporary withdrawal is requested, the student may be dismissed from the program or required to reapply to the program.

RE-ENTRY POLICY FOR DECELERATION: Students who find it necessary to take a temporary withdrawal from the program may reenter at that level only with concurrence of the P&P Committee and the Program Director, on a space-available and case-by-case basis. A formal letter to the Program Director petitioning to return to the PA program is required. All deceleration decisions must be approved by the Dean of the College of Health Sciences.

ACADEMIC APPEALS

Students who are dismissed from the Program for not meeting the Academic or Professional Standards of the Program will be notified by mail or email of their dismissal. Within three working days of the receipt of the dismissal notification, students may appeal the dismissal to the College of Health Sciences Dean. This may be done by letter or be emailed and should be addressed to Dr. William Cullinan. At this time, the Dean, or appointed designee, or a panel, will hear the appeal.

For HESP students who are dismissed from the University with RWAR, please see the HESP bulletin for additional forms to file for the appeal.

<http://bulletin.marquette.edu/healthscienceprofessional/departmentofphysicianassistantstudies/>)

STUDENT REVIEW OF ACADEMIC RECORD

Like medical records that are the property of the medical institution, student records are the property of the program and University. Students wishing to review their own academic record must request so in writing to the Program Director. Students are never permitted to review other student's records.

STUDENT GRIEVANCES and MISTREATMENT

Any student who has a grievance other than in response to an academic judgment made by the Progress and Promotion committee should meet with their program advisor to discuss the situation. The advisor and the student will work together to determine the best course of action.

If the issue is between the advisor and the student, the student should meet with the program director.

Actions from the Progress and Promotion Committee will define the specific appeal process for the student to follow. http://www.marquette.edu/osd/policies/doc/Student_Handbook.pdf.

SEXUAL HARASSMENT, TITLE IX, STUDENT MISTREATMENT

Marquette University and the Department of Physician Assistant Studies encourage students to report any incidence of mistreatment including sexual harassment, discrimination, unprofessional relationships, abuse of authority, and abusive and/or intimidating behavior. The Program and Department are keenly aware of the negative impact of such incidents on the students' educational experiences. We are very committed to maintaining a safe educational environment for our students. Without your assistance, this cannot be realized. Students can find information at http://www.marquette.edu/osd/policies/doc/Student_Handbook.pdf. Students may also report such incidences to the Program Director or Dean of the College of Health Sciences.

Students are encouraged to report any sexual harassment or misconduct to Marquette University Police Department ("MUPD"), the Title IX Coordinator, or any Deputy Title IX Coordinator. When an allegation of misconduct is brought to an appropriate University official, the University will respond promptly, equitably, and thoroughly. More information can be found at: http://www.marquette.edu/osl/policies/sexual_misconduct_policy.shtml.

EMPLOYMENT DURING THE PROGRAM

The program discourages employment during the program given the rigorous course work. However, the program does not limit or in any way interfere with a student who wishes to work outside of the program and classroom requirements. Students who work for the University can do so in any setting except the Department of Physician Assistant Studies. Students should understand that attendance is required in all classroom and program activities. Missed classes will lead to dismissal.

It has been the program's experience that some students who have worked outside the program have been dismissed after being unable to maintain required course grades and GPA.

The program highly discourages working while in the program.

EMERGENCY EVACUATION PLAN

Exit the front door – 17th street, cross the street to the Rec Center.

Students, faculty, staff and guests are to meet across the street at the Volleyball Courts by the Rec Center, located on the East side of 17th street. If the weather is inclement, meet in the Parking Structure entrance, located on 17th Street between Wells Street and Wisconsin Avenue.

Mary Jo Wiemiller, the Department's Emergency Coordinator, as well as the Program Specialist and Administrative Assistant, the Department's Fire Coordinators, will take count of people within the program.

Please also reference the Marquette Student Handbook online at http://www.marquette.edu/osd/policies/doc/Student_Handbook.pdf for a list of complete policies and procedures.

HEALTH INSURANCE & HEALTH MAINTENANCE POLICIES

HEALTH INSURANCE POLICY

Students are required by Marquette University Physician Assistant Program to carry personal health insurance throughout the duration of their studies. You are not covered by Marquette University or a rotation site's employee health policy in the case of an injury, needle stick, or illness during your didactic or clinical year experiences.

If you do not have health insurance, you will not be eligible for placement at clinical rotation sites, as this is a condition of your placement.

Students can purchase student health insurance through Student Health Service or from the insurance provider of their choice.

A Health Insurance verification form must be signed and on file. Faculty are not available to answer or evaluate personal healthcare issues of individual students except in the case of an emergency.

IMMUNIZATIONS AND HEALTH MAINTENANCE POLICY

The students are required to provide proof of their up-to-date immunizations, titers, and annual health maintenance assessments for all of the following:

1. Titer Requirements: (Hard copy of titers required)
 - Hepatitis B
 - Varicella* (If applicable – see Varivax below)
 - MMR* (If applicable – see MMR below)
2. Immunization Requirements:
 - Adult Tdap
 - **MUST** have received 1 dose of Tdap in adult life. If Tdap not previously received as an adult – must obtain Tdap, regardless of date of last Td booster. Thereafter, Td every 10 years.
 - Td
 - **IF** Adult Tdap \geq 10 years ago
 - Polio Series
 - Measles, Mumps, Rubella Series
 - Immunization record must show: 2 doses of

Measles, Mumps, Rubella (MMR) vaccinations after 1 year of age, given at least 1 month apart.

- State Immunization Registry is also accepted.
- If unable to provide documented immunization record/registry, a Measles, Mumps, and Rubella titer is required.
- Hepatitis A Series
- Hepatitis B Series
- Varivax
 - Two (2) doses required.
 - If you have not had 2 doses of vaccine, you must obtain a titer.
 - History of the disease is not accepted as proof of immunity.
- COVID-19 vaccination
 - Required.

For individuals known to have an elevated susceptibility to infections (including, but not limited to, persons with anatomic or functional asplenia, persistent complement component deficiencies, or HIV), see the CDC's recommendations for **Immunization of Health-Care Personnel/Recommendations of the Advisory Committee on Immunization Practices (ACIP)** for additional detailed immunization recommendations.

3. Annual Requirements:

- TB Test Requirements:
 - Students are required to have a TB test **ANNUALLY** and provide the PA Studies Department with a hard copy of the results.
 - If the Quantiferon Gold or Mantoux skin TB Test is Positive, you must provide the date the test was positive and a negative chest x-ray report. Thereafter an **ANNUAL** Periodic Health Assessment Form must be completed, signed by a health care provider, and forwarded to the Department of Physician Assistant Studies for your file.
- Annual Physical Examination
 - A Required Annual Physical Screening Form must be completed, signed by a health care provider and uploaded to Certified Background by the published due dates. Failure to comply with the deadlines will result in discontinuation of your clinical rotation.
- Annual Influenza Vaccination
 - To ensure adequate immune response to the

vaccine prior to a community outbreak, seasonal influenza immunizations **MUST** be received between **September 1st and November 15th**. This must be obtained **ANNUALLY**. Documentation of receiving the influenza vaccination must be forwarded to the Department of Physician Assistant Studies for your file.

Students must check Exxat for annual TB and Annual Physical due date alerts.

4. 10 Panel Drug Screen
 - Required prior to the start of clinical year rotations.
5. Students may need to complete additional site-specific requirements as determined by clinical sites, and if applicable, the student will be individually instructed on requirements.
6. COVID-19 Vaccine: please note at this time Marquette University requires the COVID-19 vaccine for all students. Students who have reasons to not receive it must contact MUMC at 414-288-7184 to inquire about the waiver process. It should be noted the health care partners for clinical rotations require students to be vaccinated with the COVID-19 vaccine, and keep up to date with available boosters, for clinical placement. If students do not have the vaccine, they may be forced to take a leave of absence until vaccinated. The program cannot guaranty that clinical sites will be available for students who delay their training due to not following the requirements of Marquette University. This may lead to dismissal from the program, or delayed graduation.

Note: Students are responsible for the above associated costs.

LATEX ALLERGY

Latex products are extremely common in the medical environment. Students with a history of latex allergy are at risk for future severe reactions upon exposure to latex products. These include: local reaction, eye/nose itching or watering eyes, gastrointestinal symptoms (pain, nausea, vomiting, diarrhea), constricted sensation in the throat, dyspnea (difficulty breathing), generalized urticaria with angioedema (tissue swelling) and/or anaphylaxis (cardiovascular collapse).

Any student with a known latex allergy, or having or describing symptoms consistent with latex allergy, is advised to consult a qualified allergist for evaluation. Such evaluation is at the student's expense. Any student found to be latex allergic must determine whether or not to continue with clinical training, acknowledging the risk of becoming ill even if after reasonable precautions are taken and accommodations are made.

If such a student elects to continue in training, the student must realize that he/she assumes any responsibility and risk posed by allergic reactions, which can range from mild symptoms to anaphylaxis and death. In the event such an allergy is present, either intentional or inadvertent exposure to latex and related products may lead to these consequences.

Full Name: _____

Date of Birth: _____ **Gender:** _____ **LATEX Allergy:** ___Yes ___No

IMMUNIZATION TITERS

Please note, you will need to submit a copy of the lab report as well.

- Hepatitis B: Date _____ Result _____
- Varicella: Date _____ Result _____
- Measles: Date _____ Result _____
- Mumps: Date _____ Result _____
- Rubella: Date _____ Result _____

IMMUNIZATIONS

Please include documentation of the following immunizations:

- **Tdap (Tetanus Toxoid, Reduced Diphtheria Toxoid, Acellular Pertussis):** _____
MUST have received 1 dose of Tdap in adult life. If not previously received as an adult-must obtain Tdap, regardless of last Td booster. Thereafter, Td or Tdap every 10 years.
- **Polio:** _____, _____, _____, _____
- **MMR (Measles, Mumps, and Rubella):** _____, _____
Immunization record must show 2 doses of MMR vaccinations after 1 year of age, given at least 1 month apart. State Immunization Registry is also accepted.
- **Hep A (Hepatitis A):** _____, _____
- **Hep B (Hepatitis B):** _____, _____, _____
- **Varivax (Chicken Pox/Varicella):** _____, _____
This can be satisfied with 2 doses of the vaccine or history of disease. History of disease can be satisfied by uploading a document listing the approximate date you were diagnosed.

OTHER HEALTH REQUIREMENTS

- **Influenza Vaccination:** You will be asked to complete this annually during your time with the PA program. This will be completed between September 1st and November 15th each year.
- **Tuberculosis Screening (TB):** You will be asked to complete this annually during your time with the PA program. This will be completed every 12 months with a due date based on your individual timeline. The first

TB test MUST be completed within 12 months prior to the start of PA coursework. *If Quantiferon Gold or Mantoux skin TB test is positive, a CXR is required along with the TB Questionnaire available in the student handbook. A copy of all results must be submitted to Certified Background.*

- **Annual Physical Examination:** You will be asked to complete this annually. You must submit the Health Screening Form on page 2 of this document to Certified Background. This will be completed every 12 months with a due date based on your individual timeline. The most recent physical exam MUST be completed within 12 months prior to the start of PA coursework.

HEALTH CARE PROVIDER VERIFICATION
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Healthcare Provider (MD/DO/PA-C/NP): I verify the above information is accurate.

Health Care Provider-Printed Name: _____

Health Care Provider-Signature: _____ Date: _____

Health Care Provider-Facility/Address: _____

Required Annual Physical Screening Exam

Student Name: _____

I verify that the above student is:

- **in good health and free of any communicable diseases**
- **able to meet the physical demands of a Physician Assistant student**

The student has the following ADA requirements: (N/A if Not Applicable OR Attach Documentation if Applicable)

Health Care Provider: _____

Address: _____

Phone: _____

Date: _____

Healthcare Provider Signature: _____

Healthcare Provider Printed Name: _____

Student Signature: _____

EXPOSURE POLICY

Anytime a student is exposed to any health hazard that might compromise or put them at risk (eg. blood contamination, infectious diseases) a report needs to be filed in the student's record in the program department.

This is an OSHA requirement. A student must report any possible exposure to the preceptor or delegate, however insignificant you might think it is. The Program Director or Director of Clinical Education must also be contacted as soon as possible.

All students with exposures MUST go to employee health/occupational health or the Emergency Room if after hours, and follow their instructions. The CDC has published recommendations regarding Bloodborne Infectious Diseases: HIV/AIDS, Hepatitis B, and Hepatitis C (<http://www.cdc.gov/niosh/topics/bbp/>).

Marquette University Medical Clinic on Marquette's campus has offered to be a resource for questions.

The student will have a copy of each form in their folders before going out to any clinical site.

The student is to make a copy of the forms for their own personal records. Any costs incurred are the responsibility of the student.

Any questions or concerns are to be directed to the Director of Clinical Education or PA Program Chair.

Send a copy of the Exposure Incident Report to the PA Program to Mary.Workman@marquette.edu

**MARQUETTE UNIVERSITY
PHYSICIAN ASSISTANT STUDIES
Department Fax: 414-288-7951**

EXPOSURE INCIDENT REPORT

To Be Completed by Student and Reviewed with the Faculty or Preceptor

Student _____ Date _____
Home Phone _____ Date of Birth _____

Exposure Date _____ Exposure Time _____
Where did incident occur? _____

Nature of incident: Check appropriate box.

Pathogen: Blood Chemical
 Body Fluid
 Airborne

Describe details of incident: _____

Describe what task(s) were being performed when the exposure occurred: _____

Were you wearing Personal Protective Equipment (PPE)? Yes ____ No ____

If yes, list _____

Did the PPE fail? Yes ____ No ____ If yes, explain how:

To what fluids were you exposed? _____

What parts of your body became exposed? _____

Was this a puncture wound? Yes ____ No ____
If yes, what was the object? _____
Where did it penetrate your body? _____

Was any fluid injected into your body? Yes ____ No ____
If yes, what fluid? _____ How much? _____
Did you receive medical attention? Yes ____ No ____
If yes, where? _____
When _____
By whom _____

Explanation of source individual(s)

Student Signature _____ Date _____

Preceptor Signature _____ Date _____

Marquette University Department of Physician Assistant
Public Display with Social Media

Policy Type: Departmental-Physician Assistant Studies

Origin Date: May 19, 2011

Date Revised: July 28, 2011

Purpose:

The purpose of this policy is to provide guidelines for the proper use of public display on social media websites, blogs, pinning, pinging, Twitter, Facebook, MySpace, LinkedIN, Google+, etc. to protect the interests of Marquette University Physician Assistant Program and its affiliates within the University and the Community, and to protect the program content of the Physician Assistant Faculty and Teaching.

Definitions:

- **Public Display:** Includes the posting of photographs, or any information about Marquette University Physician Assistant Studies Program, its students, faculty, or patients through any electronic or non-electronic means including, but not limited to, social networking sites, blogs, pinning, pinging and tweeting.
- **Marquette University Department of Physician Assistant Studies Members**-all students, faculty, staff and administrators affiliated with the program.
- **Patients:** Those people in the community that the Marquette University Physician Assistant Studies students treat or interact with in the clinical setting, on or off campus, that contribute to the overall learning experience.

- Preceptors: Those members of the health care community who participate in mentoring and instructing our Physician Assistant Studies students in the community and in the classroom settings.

Introduction:

The increased use of social media by physicians, physician assistants and other health care providers combined with the ease of finding information online can blur personal and work identities, posing new considerations for provider professionalism in the information age. A professional approach is imperative in this digital age in order to maintain confidentiality, honesty, and trust in the medical profession. Although the ability of physicians to use online social networks, blogs, and media sites for personal and professional reasons should be preserved, a proactive approach is recommended that includes actively managing one's online presence and making informed choices about disclosure. The development of a "dual-citizenship" approach to online social media that separates public and private personae would allow physicians to both leverage networks for professional connections and maintain privacy in other aspects. Although social media posts by physicians enable direct communication with readers, all posts should be considered public and special consideration for patient privacy is necessary.

Ann Intern Med. 2011;154:560-562. www.annals.org

Policy:

- A. In general, Marquette University Physician Assistant Studies views the public display of information on social media and networking sites, personal websites, blogs, newspapers and other media positively and understands that students, faculty and staff use them as a medium of self-expression. However, all parties need to understand their actions captured via images, posts, or comments can reflect on Marquette University Physician Assistant Studies. If one chooses to identify oneself on such Internet public display venues, some readers of such web sites or blogs may incorrectly view the person as a representative or spokesperson of Marquette University Physician Assistant Studies.
- B. Marquette University Physician Assistant Studies may from time to time establish and maintain an organizational presence on popular social media sites and through blogs. This presence will facilitate expanding communication opportunities for students, faculty, staff and administrators and other members of the community served by Marquette University Physician Assistant Studies.
- C. In the event that a member from Marquette University Physician Assistant Studies' statements on social networking sites and are associated back to the Program, the member is to observe the following guidelines when identifying oneself as a member of the Program, its activities, its patients, or any connection with the program:
 - a. Follow the Marquette University Code of Conduct (see below) which applies to all students at Marquette University. Members may not share confidential or proprietary information about the Physician Assistant Program, or any affiliated

faculty, staff, preceptors, mentors, or patients. This also applies to comments posted on other blogs, forums, and social networking sites.

- b. Members are not to post pictures or any information that may identify faculty, staff, preceptors or patients that could identify directly (by name, social security number etc.) or indirectly (date of birth, tattoo, birthmark, diagnosis etc.) on the website.
- c. Properly identify oneself, when an apparent connection to Marquette University Physician Assistant Studies Program is established, making it known that he/she is speaking for himself/herself and not on behalf of Marquette University Department of Physician Assistant Studies. One example of a disclaimer is: “The views expressed on this blog/website are my own and do not reflect the views of my program/employer.”
- d. Be careful of posting, as what is posted will be present for any length of time given it is present on the Internet.
- e. Be respectful, in all communications related to or referencing the Marquette University Physician Assistant Program or University. This also applies to Faculty, staff and administrators who work for the program. Obscenities, profanity, vulgar, defamatory, threatening or demeaning language is not to be used in such avenues. These sites are also not a forum for personal harassment, bullying or intimidation of faculty, students, patients or others connected with the program. Behaviors that constitute harassment and bullying or are considered unacceptable include but are not limited to:
 - i. Derogatory comments with respect to such items as age, ancestry, national origin, race, religion, gender, sexual orientation, marital status, color, or disability.
 - ii. Derogatory comments about a person (student, faculty or patient) work ethic, work load, work intentions, educational intentions, learning abilities.
 - iii. Comments that are sexually suggestive.
 - iv. Comments that are humiliating or demeaning.
 - v. Threats to stalk, haze or physical injure another student, faculty, staff or patient.
 - vi. See Student code of conduct and employee handbook (attached).
- f. Do no harm to a faculty, staff, student or patient reputation. Members of the Marquette Physician Assistant program are not to use these sites to personally disparage the PA program, or its students, faculty, or patients affiliated with it. Any comments that could negatively impact the person’s or group’s reputation are not permitted.
- g. Do not interfere with educational commitments and work commitments/job duties. Social media activities should not interfere with learning commitments

and job commitments by students or faculty, staff and should be limited to non-working hours.

- h. No videotaping of instructors, students, or patients is allowed during the didactic, in class phase, or the clinical phase of the program.

Marquette University Student Code of Conduct

Marquette University is dedicated to the following goals:

The fostering of personal and professional excellence;

The promotion of a life of faith;

The formation of ethical and informed leaders;

The development of men and women dedicated to the service of others.

These goals can only be achieved in a campus environment in which people feel safe, sustained, engaged, challenged and appreciated. This environment is created by the active contributions of every member of the Marquette community and in turn creates a campus ethos that calls us to act with integrity and compassion; to promote a culture of learning, appreciation and understanding; to take responsibility to confront difficult issues and solve problems; and to behave in ways that reflect care, respect and honesty.

Faculty, administrators, staff and students all have responsibility to take care of the intellectual, social, spiritual, emotional, psychological and physical condition of this community we share. Students particularly contribute to our community through the human connections they make, through the gifts and talents they have, and through behavior that shows:

1. Respect for Self

The university values all of its students and is deeply concerned with their total development. Therefore, it is appropriate for the university to set expectations for personal integrity with the aim of encouraging students to appreciate their own talents, take themselves and their academic pursuits seriously, and enhance the quality of their lives. The university will routinely respond to a student engaging in self-destructive behaviors that might impede an individual's ability to enjoy the privileges of education and to fulfill his/her obligations as an educated leader. Students engaging in such behaviors are also encouraged to seek help from the university community.

2. Respect for Others

One value of learning lies in understanding what knowledge can contribute to the community. It is expected that students will be open to learning, including learning about and respecting persons and cultures different from their own. Members of the campus community must act out of Christian charity and mutual respect to establish an atmosphere of trust, without which there is

no community. Therefore, Marquette expects its members to behave toward one another with sensitivity, consideration, understanding, tolerance and an active concern for the welfare of others. The university is particularly concerned that its members show respect for others regardless of race, creed, gender, disability, sexual orientation or nationality, and avoid all forms of harassing or offensive behaviors. This is especially important in the residence halls and other group living situations, where the sense of community is only as strong as the members make it.

3. Respect for Property

The mission we share depends upon the responsible use of all property, including such tangible goods as buildings, library books, equipment and green spaces. Respect for property also involves helping to foster a well-maintained environment: a sense of security, tranquility and accomplishment. This principle requires students to respect personal and institutional property, inside and outside the Marquette community.

4. Respect for Authority

Authority derives its legitimacy from its commitment to act on behalf of the common good. At Marquette, that authority especially resides in the officers of the university, its faculty, administrators, staff and designated student staff members and paraprofessionals — each of whom has been charged with responsibilities essential to the orderly operation of the university. These people serve as leaders and they teach by their example what the university expects from all its members. In this respect they help to define the atmosphere which supports and fosters our common mission. Additionally, these people provide structure to preserve the well-being and freedom of community members and an orderly environment in which all can develop. The successful exercise of authority depends in part on the respect it enjoys from the community it serves.

5. Honesty

Marquette's educational mission reflects a commitment to the development of the whole person. As a university, love of the truth is at the center of our enterprise: this ideal is lived out through the virtues of truthfulness, honesty and personal honor. While at Marquette University, students are expected to demonstrate the personal characteristics of honesty and integrity in all aspects of their campus life, both inside and outside the classroom. These qualities, which are congruent with our community values and aspirations, are integral parts of daily life on campus. To assure their place in the campus ethos, these qualities are demonstrated, supported and celebrated through our examples, actions and reflections on our experiences.

Student Conduct Code and Procedures

Marquette University is committed to respecting the rights of all who are associated with it and to encourage each member of the Marquette community to be responsible as a citizen. However, a student or a recognized student group may be subject to disciplinary action, if it is established

that the individual or the group was involved in acts or deeds that (1) prohibit the exercise of, interfere with or in any way restrict the rights and privileges of others; (2) violate university policy; (3) create a danger or threat of danger to other persons within the university community or interfere with the normal functions and operations of the university; (4) violate existing intercollegiate athletic conference or NCAA rules and regulations as they pertain to the operation of the Marquette Division I athletic program; and/or (5) violate existing federal, state, county and municipal laws or ordinances.

The specific student conduct procedures are contained [here](#). Students seeking additional information should contact the Office of Student Development at (414) 288-1412.

Policy and Procedure of Social Media for Physician Assistant Students

Physician Assistant Students, as well as health care providers, must recognize that actions online and content posted via social media avenues may negatively affect their reputations among mentors, instructors, patients and colleagues, and may have consequences for their medical careers (particularly for those in training), and can undermine educational and public trust in the medical profession.

Students who communicate unprofessionally or disclose protected medical information on any of the social media sites will be brought before the Progress and Promotion committee for review and disciplinary action which may include remediation, delayed graduation, or other appropriate sanctions up to, and including, dismissal from the program. *Please see Professionalism code in Student Handbook. Please see the attached articles for additional information and resources.*

SECTION IV

PROFESSIONAL ORGANIZATIONS

PROFESSIONAL AND STUDENT PHYSICIAN ASSISTANT ORGANIZATIONS

There are several PA professional organizations that you may wish to join. These organizations will provide you with information regarding the development of the profession. Students usually find it very worthwhile to become a member of the following organizations:

AAPA:	The American Academy of Physician Assistants
WAPA:	Wisconsin Academy of Physician Assistants
SAAAPA:	Student Association of the American Academy of Physician Assistants (AAPA)
MUSA:	Marquette University Student Association of American Academy of Physician Assistants

A. THE AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS

The American Academy of Physician Assistants (AAPA) was established in April, 1968, by the first graduating class of the Duke University PA Program. Since that time, the staff has grown in response to membership needs and now comprises the divisions of research and evaluation, conventions and meetings, membership, finance, communications, and administration.

The Academy has a federated structure with constituent chapters in almost every state as well as chapters representing the interests of member Physician Assistants in armed services. Physician Assistant programs have also formed student societies which are chapters of the Academy. Each of these groups, the constituent chapters and students, send representatives to form the House of Delegates which meets annually to carry out legislative and policy making activities under the Academy's bylaws.

The AAPA has quickly grown from modest beginnings into a national organization with considerable influence in the medical community as well as the legislative arena and is today the organization most representative of the physician assistant profession at the national level.

The American Academy of Physician Assistants
950 North Washington Street
Alexandria, VA 22314-1552
(703) 836-AAPA (2272)
www.aapa.org

B. STUDENT ASSOCIATION OF PHYSICIAN ASSISTANTS

SAPA is the student organization within the American Academy of Physician Assistants. Your membership in SAPA provides you with access to all AAPA publications and conferences. An annual conference is held each Spring at which the Student Assembly of Representatives meets to plan for the following year's activity. MUSA is to be represented at this meeting. There are a variety of offices and other positions within SAPA which are elected by the students at the annual meeting.

SAPA
950 North Washington Street
Alexandria, VA 22314-1552
(703) 836-AAPA (2272)

C. WISCONSIN ACADEMY OF PHYSICIAN ASSISTANTS

The Wisconsin Academy of Physician Assistants (WAPA) was founded in 1975 as the official professional organization for PAs in this state. The Academy has been recognized as a charter chapter of the American Academy of Physician Assistants.

The Wisconsin Academy has grown from a small group of founding members and currently represents 90% of all certified PAs in Wisconsin. The Academy promotes the PA concept in Wisconsin as well as providing services to its members such as continuing medical educational opportunities, employment listings, health insurance, and a monthly newsletter.

The Wisconsin Academy of Physician Assistants
702 Eisenhower Drive, Suite A
Kimberly, WI 54136
800-762-8965
www.wapa.org

D. MU-STUDENT ASSOCIATION OF AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS

MUSA is a local student chapter of the national chapter of SAPA. It is an organization intended to foster professional growth and expand your involvement in the PA Profession. MUSA has been active in local, state, and national activities. The organization is made up of students in the professional phase of the PA Program. A faculty advisor will assist the elections and activities of the organization. The following are the elected office positions and committees of MUSA. Elections are held in the fall of the PA-I year.

Officers: President
Vice President
Secretary
Treasurer
HOD (National representative to the AAPA conference) (PA-1 and PA-2)
CCSR (State organization, WAPA Representative)
CHS representatives (2)
Faculty to student representative
Diversity representatives (2)
Historian

Committees: Fundraising
Social
Outreach/Philanthropic
Diversity
Peer Review Committee
Orientation
Graduation
Wellness
Social alumni event
PA 1 / PA 2 Liaison
WAPA Newsletter / Public relations

President:

Works with Faculty Advisor and Program Chair to plan the dates/agendas for monthly MUSA meetings. The president is in charge of organizing committees and running the meetings, and also works with each officer to make sure they are on top of their jobs and to help them when needed. The president is responsible for registering the student organization with SAAAPA, represents MUSA to Marquette and will work with the student organization office.

Vice President:

This role is to be an assistant to the class President. You will help organize meetings and keep things running smoothly. The VP's role is to assist with whatever task comes up. A large part of

the role can be fundraising. This role is essential for the class because as PA IIs, you budget for the spring social and for Graduation. The position is to be an aid in the communication between the faculty and the class and to help the President in whatever way is needed.

Secretary:

Take formal minutes from MuSA meetings and post them to Google groups or email them to the class, Program Director and Faculty Advisor so that anyone can look back at them for information. Assist President/VP with projects and maintain the exam board schedule in the lecture hall.

Treasurer:

Work with Program Chair and Administrative Assistant to keep track of MUSA finances. Maintain a spreadsheet in order to monitor our budget for both the spring social and graduation.

WAPA Representative:

An elected position that represents our entire program on the voting board of the Wisconsin Academy of Physician Assistants. You will attend quarterly board meetings throughout the state (June, Oct, Jan, April) and serve as the liaison between the program and the state organization. Actual participation at board meetings is more observatory than participatory but student input is greatly respected and appreciated.

HOD rep:

This is a 2 year commitment and the AOR rep is also the HOD rep for the following year.

The AOR representative is an elected position recognized nationally – s/he is responsible for sharing AAPA and SAPA information with students in the program. In addition, s/he attends the AAPA national conference and AOR meeting. Information and decisions discussed during the meeting are shared with classmates to keep them up to date. The AOR representative's trip to the national conference is funded by the MUSA fund. Flights and lodging MUST be reserved before Feb. 1 and approved by the program director each year by the student holding the position.

House of Delegates (HOD) Representative:

Distributes all HOD information to his or her student society and attends the AAPA conference. Is seated as either a SAPA delegate or alternate in the formal meeting of the AAPA House of Delegates. Discusses HOD resolutions with the SAPA Chief Delegate and students in your program. Twelve student HOD representatives are chosen by a lottery system. In order to participate in the lottery, your student society must be registered before November 1 and must not have had a student HOD delegate at the previous HOD. Selected students are then notified and must accept the position by November 15. The student delegation to the House of Delegates consists of 12 student delegates and the chief delegate. All 13 delegates and alternates will have the opportunity to vote and debate in the House of Delegates at the annual conference.

Flights and lodging MUST be reserved before Feb. 1 and approved by the program director each year by the student holding the position.

Class-Faculty Rep:

Our Student/Faculty rep is a student who acts as the class liaison to communicate concerns to the faculty about matters regarding scheduling and also possible test concerns. The rep is also in charge of relaying any announcement a faculty member might have for the class, when needed.

College of Health Sciences Representatives:

We are part of the College of Health Sciences student council. We collaborate between the council and MUSA. The CHS council conducts activities like clothing sales, dead week events, volunteer activities and pizza parties for the college. They have meetings once a month as a smaller council. The CHS chairs also assist the director of admissions with open house and PA information sessions in order to mentor pre-PA student applicants.

Diversity Chair:

The role of the Diversity Chair is to address issues of diversity in a way that will benefit others in the class. This may be through bringing in lunch time speakers to educate us how they encounter diversity or if they are part of a minority group (ex. Latinx/Homeless) so that they can explain some of the medical difficulties they face. It can also be as simple as going out to eat as a large group to an ethnic restaurant to experience another culture's food heritage so as to better understand how their diet will affect their health. This is an important position, but also one where you get to decide what and how you're going to do it (with the help of your diversity committee).

Historian:

This officer takes pictures and organizes mementos of activities throughout the didactic year. This also includes assisting in making the power point presentations for graduation and the annual spring social event. May also assist in posting activities and pictures on Facebook and providing pictures for the WAPA newsletter.

Committees and Volunteer Representatives:

WAPA Newsletter:

This representative is in charge of writing a short (2-3 paragraph) update on what is happening at Marquette. She/he is emailed a due date about 1-2 weeks in advance, and the representative is to submit everything by email. It helps to know some members of the class ahead of you so that you can write about some of the more exciting rotations.

Orientation Co-Chairs:

Organizes the Buddy List - pair up PA-IIs with PA-Is. Contact PA-I students throughout the summer about orientation, questions, etc. Set the date with the Program Director for orientation and Choose food/beverages for the day - work with program administrator to schedule and arrange Catering. Design the agenda for the day and provide a PowerPoint presentation for the class. Contact BISC professors to include them in introductions to the first year of PA school and plan tours and information sessions.

Graduation Committee:

Works with the Program Director and Administrative Secretary to plan the reception for graduates, their families, and program faculty that is held following your actual graduation ceremony at the Bradley Center. The committee will help book a reception hall that holds enough people (about 400) and also a caterer, etc. The actual reception typically consists of a cocktail hour, sit down lunch, and short ceremony to celebrate the completion of the past three years of hard work. Planning generally starts in Dec-Jan of your second year.

Alumni and Community Event Committee:

This group will work with the faculty advisor in planning and coordination of the PA program's annual spring social alumni fundraising event. This includes planning the venue, silent auction, invitations and advertisement, setup and take down.

Philanthropic Chair:

Philanthropy committee is our way of giving back to the community during PA school. Members find different opportunities to help support a cause--whether it is financial, social, ethical, research, etc., and then present the ideas to the class to encourage student involvement. As the chair, you will need to take initiative to find places to volunteer at and organize dates, times, possibly rides to and from, etc.

Social Committee:

The social committee is responsible for planning casual social events for our class. The committee is made up of two chairs and several other members to help brainstorm fun activities for our class and help with executing the details.

Other committees may be added per the class and faculty advisor discretion.

SECTION V

SCHOLARSHIPS, LOANS, AND GRANTS

PHYSICIAN ASSISTANT PROGRAM SCHOLARSHIPS

The mission of the Wisconsin Academy of Physician Assistants Foundation is to serve the needs of the healthcare consumer in Wisconsin, support quality physician assistant education and meet the professional needs of practicing physician assistants.

Created in 1990 as a 501 © (3) corporation, the Foundation was established to provide a charitable organization to pursue educational and research programs for students and PAs. Directed by a Board of Trustees, each Board member has extensive experience in the PA profession and is dedicated to the importance of education and research in health fields. The promotion of service and leadership were added by the trustees as fundamental components of the Foundation's purpose in 2006. The renaming of the scholarships took place in 2012.

SCHOLARSHIP OPPORTUNITIES

The Robert T. Cooney M.D. Scholarship (Awarded to Recent Graduates)

Submission Deadline: September 1

The Robert T. Cooney M.D. Scholarship is an award of \$500 to celebrate his life and commitment to the PA profession. Dr. Cooney practiced family medicine in Portage, WI. for five decades. The scholarship opportunity is for a recent graduate of one of the three Wisconsin PA Programs who will practice Family Medicine in a small town or rural setting (population of <10,000). Applicants must be WAPA student members, and submit a personal statement of less than 500 words, a letter of job commitment/offer from their employer, and one letter of recommendation.

Norine Friell Service Award

The Norine Friell Service Award is an award of \$1000 to celebrate her life and dedication to the PA profession and to her service to others. One of her core beliefs was that we are all put on earth for the purpose of serving others and using our gifts for the benefit of others. The scholarship will be awarded to a final year PA student who demonstrates exemplary service to their community.

Paul S Robinson Leadership Award

The Paul S. Robinson Award is an award of \$1000 to celebrate the life and commitment to the PA profession, His leadership was important to the success of WAPA and the PA profession in Wisconsin, as well as AAPA. This scholarship will be awarded to a final year PA student who demonstrates outstanding leadership in their community, profession, program, or campus.

WAPA Foundation PA Leadership/Service Award

Submission Deadline: September 1

The WAPA Foundation wishes to award \$1000 scholarships to two worthy final year PA students showing exemplary service to their community (broadly defined a state, local, and/or campus); along with demonstrating outstanding leadership (broadly defined as leadership in the community, profession, program or campus). Selection will be based on a personal statement listing and describing the depth and time of participation; along with two letters of recommendation (one from a PA faculty member).

Applications are available at http://www.wapa.org/award_info.html

NATIONAL SCHOLARSHIPS/GRANTS

PHYSICIAN ASSISTANT FOUNDATION (PAF) is the charitable arm of the American Academy of Physician Assistants. The PAF provides funding for physician assistant students scholarships and develops and supports the research agenda of the PA profession. Scholarships in \$2,000 denominations are distributed by the PA Foundation. For further information, contact the foundation, (703) 519-5686.

NATIONAL HEALTH SERVICE CORPS SCHOLARSHIP PROGRAM provides payment of tuition and fees, payment toward books, supplies, and equipment and monthly stipend. For each year of support, recipients will serve 1 year in a health profession shortage area with a minimum service obligation of two years. Contact National Health Service Corps, 5600 Fishers Lane, Room 8A-55, Rockville, MD 20857. Phone: 301-443-0603. Fax: 301-480-4577.

LOAN/SCHOLARSHIP INFORMATION

JARED VANGHEEM MARQUETTE UNIVERSITY SCHOLARSHIP: Sponsored by Aurora Health Care

Awarded to a Physician Assistant student who demonstrates resilience in the face of adversity during the completion of their Physician Assistant education.

DR. KRISHNA S. NENI SCHOLARSHIP: Sponsored by Aurora Health Care

A scholarship award is given to a graduating senior(s) in honor of Dr. Neni for exceptional dedication to scholarly and clinical work.

STUDENT LEADERSHIP AWARD:

Recognition is given to a graduating PA student for leadership, professionalism and character.

STUDENT SERVICE AWARD:

Recognition is given to a graduating PA student for service, professionalism and character.

REAL Scholarship Award: Sponsored by Dan and Susan Real, friends of College of Health Sciences

Awarded to diverse candidates from Milwaukee or Chicago and surrounding areas who want to work in medically underserved areas or with disadvantaged populations.

WISCONSIN STATE EDUCATION AID AGENCIES:

Wisconsin Higher Educational Aids Board
Suite 902
131 West Wilson Street
Madison, WI 53703
Phone: (608) 267-2206

Fax: (608) 267-2808

Email: cassie.weisensel@wisconsin.gov or heabmail@wisconsin.gov

Website: <http://www.heab.state.wi.us/>