



# MARQUETTE UNIVERSITY

COLLEGE OF HEALTH SCIENCES

DEPARTMENT OF  
PHYSICIAN ASSISTANT STUDIES

CLASS 2027  
DIDACTIC PROGRAM HANDBOOK

Revised: 5/18/25

WELCOME

**MARQUETTE UNIVERSITY FACULTY  
DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES**

Congratulations, and welcome to the Marquette University Physician Assistant Program! 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 maiorem Dei gloriam*, the greater glory of God, and the benefit of the human community.

Your presence here today is the culmination of your academic achievement and perseverance. The faculty aspires to support you through your education and the attainment of your personal career goals. Faculty at large serve as educators and mentors to provide a comprehensive and multi-faceted medical education that focuses on patient-centered care, student success, and the ideals of *Cura Personalis*.

As a future program graduate, the faculty hopes to contribute to your development as a well-rounded, knowledgeable PA committed to compassionate and empathetic care. As a student, we expect you to demonstrate a commitment to your education, a growth mindset, and integrity. Developing critical thinking, sound judgment, flexibility, and dedication to just and ethical care are also necessary for your development as a PA.

This handbook serves as a guide for the policies and procedures that you are expected to follow throughout your education. As a student, you represent the values of Marquette University and the PA program, and we are proud to have you as part of this community. We hope you will embody our mission and values during your interactions with patients, collaboration with health professionals, service to the community, and, ultimately, as graduates of our program.

Sincerely,

The Marquette PA Program Faculty and Staff

**MARQUETTE UNIVERSITY  
PHYSICIAN ASSISTANT PROGRAM**

## HONOR CODE

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 Attendance Policy and realize that withdrawal from a course may result if more than six (6) unexcused absences are accrued in a course. 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 unexcused absences and being more than 10 minutes late for a class, without an excused absence, will result in a 3% point deduction of the course final grade.

In the event of remote teaching, I know my engagement in live teaching 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 according to the protocols 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.

I have reviewed and will abide by the **ATTENDANCE POLICY**

### ***Schedule:***

I understand that I am expected to be available for class during scheduled class times as per the PA Outlook calendar. 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 scheduled events per the PA Outlook calendars.

### ***Electronics:***

During lectures and discussions, I will only use my electronic device to follow along with the lecturer and take notes, unless otherwise instructed by faculty for in class learning activities. I will stay on task and remain participatory and engaged in the class setting. I will not record lectures.

I have read and will abide by the **MARQUETTE UNIVERSITY STUDENT CODE OF CONDUCT**

## **and the MUPA PUBLIC DISPLAY WITH 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 abide by the dress attire guidelines of the PA program.

I have reviewed and will abide by the **ATTIRE POLICY**

### ***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 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 participating in activities that are off task.

### ***Community Behavior:***

I understand that I represent not only myself but additionally the MUPA 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 MUPA Program and all its class members.

### ***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 undergraduates.

I have read and will abide by the attached test-taking guidelines for D2L and Respondus. Please review the definitions of **Academic Misconduct | Marquette**

University and the Health Science Professionals HESP Bulletin for the process in the event of a violation.

Marquette PA also abides by the university's Academic Integrity Policy and Honor Code. I have read and reviewed the full policy at this website:

<http://www.marquette.edu/provost/integrity-pledge.php>

**All students must complete the tutorial by noon October 1** (completed via D2L-HESP) if not done so already. Directions for the tutorial can be found **on the Provost's website** :Academic Integrity Tutorial // Academic Integrity // Office of the Provost // Marquette University

I understand that I've received and have access to the student Program Handbook, which is readily available on the MUPA webpage. I understand that the policies and practices are consistently applied to all students. I agree to abide by all the policies 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 it to the PA main office by **May 30, 2025.**

Name\_\_\_\_\_Date\_\_\_\_\_

Signature\_\_\_\_\_

**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 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 again by the Clinical Team closer to placement of rotations.

My signature indicates that I have read, fully understood, and agree to the terms of this authorization form.

---

Signature

Date  
(Due May 30, 2025)

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

The program requires students to carry personal health insurance throughout the duration of their studies. However, students 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 their 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 during your didactic years, which will directly impact your course grades and potentially your graduation.

Students can purchase student health insurance from the insurance provider of their choice.

A Health Insurance Verification form must be signed and filed. At various points throughout the program, a copy of your health insurance card or other proof of insurance may be requested via CastleBranch to ensure compliance with this policy.

ARC-PA Standard A3.09 precludes the principal faculty, the program director, and the medical director from participating as health care providers for students in the program, except in an emergency.

## **TABLE OF CONTENTS**

<b>WELCOME .....</b>	<b>1</b>
<b>SECTION I: GENERAL INFORMATION .....</b>	<b>11</b>
<i>DEFINITION OF A PHYSICIAN ASSISTANT.....</i>	<i>12</i>
<i>DESCRIPTION OF THE PROFESSION AND HISTORICAL OVERVIEW.....</i>	<i>13</i>
<i>MISSION STATEMENTS.....</i>	<i>13</i>
<i>COMPETENCIES FOR THE PHYSICIAN ASSISTANT PROFESSION .....</i>	<i>14</i>
<i>AAPA PHYSICIAN ASSISTANT COMPETENCIES .....</i>	<i>15</i>
<i>MARQUETTE UNIVERSITY PHYSICIAN ASSISTANT PROGRAM DEPARTMENTAL EDUCATIONAL GOALS .....</i>	<i>19</i>
<i>MARQUETTE UNIVERSITY PHYSICIAN ASSISTANT PROGRAM TECHNICAL STANDARDS .....</i>	<i>22</i>
<b>SECTION II: PHYSICIAN ASSISTANT PROGRAM.....</b>	<b>27</b>
<i>ACADEMIC CALENDAR 2025-2027 .....</i>	<i>28</i>
<i>ACCREDITATION STATUS.....</i>	<i>29</i>
<i>COURSE DESCRIPTIONS.....</i>	<i>32</i>
<i>SUPERVISED CLINICAL PRACTICE EXPERIENCES (PHAS 7986) .....</i>	<i>38</i>
<i>CLINICAL SITE PLACEMENT.....</i>	<i>39</i>
<b>SECTION III: .....</b>	<b>40</b>



<b>ACADEMIC &amp; ADMINISTRATIVE .....</b>	<b>40</b>
<b>PROGRAM POLICIES &amp; REGULATIONS .....</b>	<b>40</b>
ATTENDANCE POLICY .....	40
MU PA RECORDING POLICY.....	44
ATTIRE POLICY .....	44
PEER PHYSICAL EXAM POLICY AND PROCEDURES .....	
PROFESSIONAL CODE OF CONDUCT.....	49
PROFESSIONAL BEHAVIOR EVALUATION.....	50
MUPA PUBLIC DISPLAY WITH SOCIAL MEDIA POLICY .....	52
MARQUETTE UNIVERSITY STUDENT CODE OF CONDUCT .....	55
MARQUETTE UNIVERSITY CRIMINAL BACKGROUND CHECK POLICY.....	58
ALCOHOL AND ILLICIT DRUG USE POLICY .....	58
EMPLOYMENT DURING THE PROGRAM POLICY.....	59
EMERGENCY EVACUATION PLAN .....	60
HEALTH INSURANCE POLICY.....	61
IMMUNIZATIONS AND HEALTH MAINTENANCE POLICY .....	61
INCIDENTAL FINDINGS POLICY .....	67
MUPA INFECTIOUS DISEASE POLICY .....	67
EXPOSURE POLICY .....	69
ACADEMIC PROGRESS POLICIES .....	72
PHAS TEST TAKING/ASSESSMENT POLICY.....	72
RESPONDUS/D2L EXAMS/ASSESSMENTS POLICY.....	73
STUDENT PEER REVIEW COMMITTEE FOR PHAS COURSES POLICY.....	74
REMEDIATION FOR PHYSICIAN ASSISTANT STUDIES STUDENTS.....	75
PHAS and BISC COURSES POLICY.....	75
PROGRESS AND PROMOTION COMMITTEE .....	78
PROTOCOL FOR PROMOTION OF PHYSICIAN ASSISTANT STUDENTS.....	79
ACADEMIC PROGRESS.....	80
TEMPORARY WITHDRAWAL, MEDICAL WITHDRAWAL, and DECELERATION.....	83
ACADEMIC APPEALS POLICY.....	85
STUDENT REVIEW OF ACADEMIC RECORD .....	86
STUDENT GRIEVANCES and MISTREATMENT .....	86
SEXUAL HARASSMENT, TITLE IX, STUDENT MISTREATMENT .....	86

<b>SECTION IV .....</b>	<b>88</b>
<b>PROFESSIONAL ORGANIZATIONS .....</b>	<b>88</b>
<i>PROFESSIONAL AND STUDENT PHYSICIAN ASSISTANT ORGANIZATIONS .....</i>	<i>88</i>
<i>THE AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS .....</i>	<i>89</i>
<i>STUDENT ASSOCIATION OF PHYSICIAN ASSISTANTS .....</i>	<i>89</i>
<i>WISCONSIN ACADEMY OF PHYSICIAN ASSISTANTS .....</i>	<i>90</i>
<i>MU STUDENT ASSOCIATION OF AMERICAN ACADEMY OF PHYSICIAN ASSISTANTS.....</i>	<i>90</i>
<b>SECTION V .....</b>	<b>97</b>
<b>SCHOLARSHIPS, LOANS, AND GRANTS .....</b>	<b>97</b>
<i>PHYSICIAN ASSISTANT PROGRAM SCHOLARSHIPS.....</i>	<i>98</i>
<i>SCHOLARSHIP OPPORTUNITIES .....</i>	<i>98</i>
<i>NATIONAL SCHOLARSHIPS/GRANTS.....</i>	<i>99</i>
<i>LOAN/SCHOLARSHIP INFORMATION .....</i>	<i>100</i>

## **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.”

*AAPA House of Delegates Definition of a Physician Assistant*

*Adopted 1995, Amended 1996*

Physician Associates/Physician assistants (“PAs”) are licensed clinicians who practice medicine in every specialty and setting. Trusted, rigorously educated, and trained healthcare professionals, PAs are dedicated to expanding access to care and transforming health and wellness through patient-centered, team-based medical practice.

*Amended from AAPA (January 2022)*

## **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 a physician would otherwise provide.

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**—The NCCPA estimates that as of May 2024, 178,708 PAs were certified, and 95% were in clinical practice.

**Accredited PA Programs** – 312 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 before admission. Most 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, including the District of Columbia, American Samoa, and Guam, have enacted laws that authorize PA prescribing.

**Income**—The 2024 AAPA Physician Assistant Salary Survey results indicate that the median total income (salary plus bonus) for a new graduate was \$120,000. According to the 2024 NCCPA report, graduates from MUPA between 2019 and 2023 had a mean starting salary of \$105,000.

**Outlook on Profession** – The proportion of those PAs eligible to practice within a clinical environment remains high at 95% (2024). The United States Bureau of Labor Statistics (BLS) projects that PA jobs will increase by 31% by 2033. Jobs have expanded access under the Affordable Care Act and the aging population. The CARES Act has introduced measures to expand PAs scope and practice authority. The PA Licensure Compact has been activated, allowing PAs to practice across state lines without needing multiple licenses.

## **MISSION STATEMENTS**

### **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.

## **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 maiorem 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 (NCCPA), the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), the American Academy of Pas (AAPA), 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 can chart a course for advancing the PA profession's competencies. The competencies were revised again and adopted by all organizations in 2020.

## **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, teams of clinicians, 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 team-based framework and the need for 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 they need to develop, and then work to acquire further knowledge and skills. This is a lifelong process that requires discipline, self-evaluation, and commitment to learning throughout a PA's professional career.

## **AAPA 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, and 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 population, 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 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.

## **MARQUETTE UNIVERSITY PHYSICIAN ASSISTANT PROGRAM DEPARTMENTAL EDUCATIONAL GOALS**

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

Starting with a thoughtful and fair admission process and continued support to the students throughout the program, we strive to maintain a low attrition and deceleration rate.

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

**Goal 2:** The program recognizes students learn from a variety of teaching methods. The program uses innovative teaching methods to enhance student learning, including problem-based learning, virtual reality, simulation, ultrasound, early clinical experiences, and self-reflection exercises.

**Goal 3:** The program strives for its graduates to attain a first-time passing rate of 100% on the PANCE exam. Our PA graduates perform well on the exam and are excellently prepared for clinical practice by our rigorous curriculum and strong clinical rotations.

**Goal 4:** The program prepares 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 the completion of ongoing professional development.

## **MARQUETTE UNIVERSITY PHYSICIAN ASSISTANT PROGRAM STUDENT LEARNING OUTCOMES AND COMPETENCIES**

### **1. Medical Knowledge (MK)**

Graduates of the program will be able to apply comprehensive knowledge of biologic and clinical sciences to provide acute, chronic, urgent, and emergent, patient-centered

care to include women's health, behavioral health, prenatal care, and care across the life span (infants, children, adolescents, adult, and the elderly).

**MK1:** Apply principles of basic and clinical science, including anatomy, physiology, pathophysiology, and genetics to identify, diagnose, and provide patient-centered care to healthy and ill patients.

**MK2:** Recognize the etiology, risk factors, epidemiology, and clinical presentation of various medical conditions.

**MK3:** Appropriately select diagnostic studies to inform differential diagnosis and clinical decision-making related to patient care.

**MK4:** Identify pharmacological and non-pharmacologic treatment options with risks and benefits inclusive of patient education and counseling, in caring for health and/or ill patients who present with various medical conditions.

## **2. Clinical Reasoning and Problem Solving (CRPS)**

Graduates of the Marquette University PA program will be able to analyze and synthesize relevant clinical, diagnostic, cultural, and contextual information to diagnose and manage patients to include patients across the lifespan (prenatal, infant, child, adolescent, adult, and older adult), and across settings including pre-op, intra-op and post op, women's health and pre-natal, and psychiatric/behavioral health patients.

**CRPS1:** Synthesize information acquired through all aspects of patient encounters and the medical literature to develop appropriate differential diagnoses for acute, chronic, and emergent health conditions.

**CRPS2:** Interpret data collected from diagnostic, laboratory, and imaging studies and procedures to accurately diagnose acute, chronic, and emergent health conditions.

**CRPS3:** Formulate and apply health management strategies including pharmacologic and non-pharmacologic therapies and patient education, in the prevention and treatment of acute, chronic, rehabilitative, and emergent conditions for care across the lifespan, pre/intra/post operative care, women's health care including pre-natal, and psychiatric/behavioral health care.

**CRPS4:** Recognize and integrate an understanding of cultural, socioeconomic, environmental, and other population health elements impacts on medical decision-making and the development of individualized care plans.

### **3. Clinical and Technical Skills (CTS)**

Graduates of the Marquette University PA program will be able to demonstrate the clinical and technical skills required to provide age-appropriate assessment, evaluation, and management of patients.

**CTS1:** Conduct effective, patient-centered history-taking and physical examination for comprehensive and problem-focused patient visits.

**CTS2:** Convey aspects of a patient encounter to all health care team members through accurate and timely written and verbal communication.

**CTS3:** Perform procedural and clinical skills considered essential for entry into PA practice.

**CTS4:** Counsel and educate patients and families from diverse backgrounds to empower them to participate in their care and enable shared decision-making.

### **4. Interpersonal Skills (IS)**

Graduates of the Marquette University PA program will be able to communicate effectively with patients, families, and health team members, incorporating cultural humility and compassion to build relationships.

**IS1:** Use effective communication skills to elicit and provide information to patients, families, and health team members.

**IS12:** Establish rapport with patients and families to initiate and build relationships. Demonstrate ability to provide compassionate and respectful care that is responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other needs.

**IS13:** Establish respectful working relationships and interact effectively with all members of the health care team.

### **5. Professional Behaviors (PB)**

Graduates of the Marquette University PA program will be able to demonstrate integrity, deep understanding of the practice environment, and a commitment to lifelong learning and personal well-being that enables them to provide high quality, equitable care for individuals and communities.

**PB1:** Collaborate professionally with physicians, other health professionals, and health care teams to optimize team member roles and coordinate care.

**PB2:** Demonstrate integrity, ethical practice, and respect for the dignity and privacy of patients, including maintaining confidentiality, patient autonomy, and informed consent in the delivery of team-based care.

**PB3:** Exhibit an understanding of the regulatory environment, and laws and regulations regarding professional practice.

**PB4:** Approach the provision of quality care with consideration to financial impact and cost effective resource allocation. Recognize the importance of patient and provider safety.

**PB5:** Recognize the importance of self-care and provider well-being as it relates to patient care. Recognize the importance of preventing and responding to provider burnout and the ability to practice safely.

**PB6:** Demonstrate a commitment to the PA professionalism, readiness, reflection, and develop strategies for ongoing self-assessment and professional development.

## **MARQUETTE UNIVERSITY PHYSICIAN ASSISTANT PROGRAM TECHNICAL STANDARDS**

### **PURPOSE**

The Accreditation Review Commission on Education for Physician Assistants (ARC-PA) requires delineating technical standards for the accreditation of U.S. physician assistant programs.

### **OVERVIEW**

Physician assistants (PAs) are academically and clinically prepared to practice medicine on collaborative medical teams. The collaborative medical team is fundamental to the physician assistant (PA) profession and enhances the delivery of high-quality health care. PAs diagnose illness within the collaborative medical team, develop and manage treatment plans, prescribe medications, and may serve as a patient's principal healthcare provider. PA education requires thousands of hours of general medical training, emphasizing versatility and collaboration. PAs practice in every state, medical setting, and specialty, improving healthcare access and quality.

Practicing medicine as a PA requires intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to respond to emergencies quickly and calmly. Essential attributes of the graduate PA include respect for self and others, adherence to privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare.

These technical standards' essential abilities and characteristics require Marquette PA applicants and students to possess specific physical and cognitive capabilities and sufficient mental and emotional stability. Doing so ensures that candidates for admission, promotion, and graduation can complete the entire course of study and fully participate in all aspects of medical training. Marquette University PA program intends for its graduates to become medically competent and compassionate PAs capable of entering clinical practice and meeting all medical licensure requirements.

These technical standards are not meant to deter the application or participation of any student who might be able to complete the requirements of the PA curriculum with reasonable accommodation. Per Marquette policies, which, in turn, embody applicable federal, state, and local laws, the Marquette PA program does not discriminate in admissions or educational programs against any individual based on their disability. Otherwise, qualified individuals with disabilities will not be excluded from admission. However, using an intermediary that would, in effect, require a student to rely on another individual's power of observation and/or communication is not considered reasonable accommodation.

### **ETHICAL AND LEGAL STANDARDS**

Students must meet the highest standards of ethical and moral behavior. Applicants and current students must meet the legal standards to be licensed to practice medicine in the U.S., the State of Wisconsin, and the Marquette University Physician Assistant Program's standards. Upon application to the Centralized Application System for Physician Assistant (CASPA), candidates for admission must disclose and provide a written explanation to the Marquette University PA program of any felony offense(s), misdemeanor offense(s), and institutional action(s) taken against them before matriculation. All charges and convictions require this disclosure, including expunged and diverted offenses. Institutional actions include, but are not limited to, Title IX or Title VII violations and all disciplinary actions. Further, after matriculation, students enrolled in the Marquette PA program must immediately notify the program director of any arrest, charge, conviction, or institutional investigation or action occurring thereafter. A felony conviction or failure to disclose prior or new offenses may lead to disciplinary action, including dismissal.

### **ESSENTIAL SKILLS**

#### **Communication**

Students must effectively communicate in English in multiple formats, including verbal, written, reading, and electronic, to understand and complete the curriculum. Students must use effective verbal and nonverbal communication when interacting professionally and during patient care. Students must be able to receive, understand, express, and exchange information and ideas. Relevant skills include promptly acquiring a medical history, interpreting non-verbal information, establishing a therapeutic rapport with patients, recording information accurately and clearly in medical records, and communicating effectively and efficiently with other healthcare professionals.

### **Behavioral, Emotional, and Social Attributes**

Students must possess specific emotional attributes such as compassion, empathy, integrity, interpersonal skills, and self-motivation / regulation. These attributes are necessary qualities to develop into effective and caring physician assistants. Students must also know how their beliefs and biases affect personal, professional, and patient relationships. Students must be willing to work towards cultural competency. In addition, students must be self-aware of their limitations and desire to address them. Notably, students must demonstrate a commitment to lifelong learning through study and self-assessment as a core aspect of providing quality care during their career as a PA. Throughout the student process, from admission onward, students must display truthfulness, strong interpersonal skills, and respectful behaviors toward all individuals. The PA students must effectively tolerate physical and mentally taxing workloads, fulfill responsibilities, and function under stress in academic and clinical environments.

### **Cognitive, Intellectual-Conceptual, Integrative, And Quantitative Abilities**

Students must demonstrate academic maturity and comprehend, interpret, synthesize, and apply technically detailed and complex medical knowledge from formal lectures, small group problem-based and active learning environments, and individual study of the medical literature. Students must also be able to measure, calculate, reason, analyze, synthesize, and apply information across modalities, appreciate three-dimensional spatial relationships, and think critically to learn to diagnose and treat patients effectively as an integral part of a health professional team. Students must meet the essential physical and mental abilities in observation and motor function.

### **Observation**

Observation requires the functional use of visual, auditory, and somatic sensations (i.e., touch, pressure, pain, motion, temperature).

Students must be able to observe and actively participate in didactic and clinical environments, including demonstrations and experiments in the basic sciences, visual and oral presentations in lectures and labs, laboratory diagnostic and microbiologic testing, technical skills-based training, simulations, and patient encounters, both at a distance and close at hand.

PA students must be able to perceive essential structures and signs of disease as presented in the introductory science / clinical courses and clinical rotations. They must also be able to assess and distinguish normal from abnormal physical examination findings.

### **Motor Function and Coordination**

Students must demonstrate sufficient motor function and coordination that require both gross and fine motor movements, equilibrium, and functional use of tactile, visual, and auditory senses. Students must be able to obtain information from patients by palpation, percussion, auscultation, or other diagnostic maneuvers; document information elicited from patients in written histories and clinical notes; perform fundamental laboratory tests



such as urinalysis, fecal occult blood testing, and other rapid diagnostic testing; execute motor movements required to provide general care and emergency treatment for patients including cardiopulmonary resuscitation, application of pressure to bleeding wounds, suturing, insertion of intravenous catheters, splinting of fractures, injections, urinary catheters, lumbar puncture, endotracheal intubation, removal of foreign bodies and abscess drainage; attend and participate in all classes, groups and activities requiring a motor component including anatomic dissections; read and write to record, interpret or complete lecture presentations, textbooks, ECGs, diagnostic imaging, case presentations, and Capstone papers; complete timed demonstrations of skills and competencies by Objective Structured Examination (OSCEs) or technical assessments; provide patient care within a reasonable time period appropriate to the patient care setting; competently function in outpatient, inpatient, surgical and other procedural venues with reasonable independence or as an assistant for surgeons, specialists and generalists as needed; participate in on-call responsibilities; and possess sufficient stamina to endure demanding physical and mental workloads.

### **ACCOMMODATIONS**

The faculty and administration of MU PA believe that a diverse student body enhances all students' educational opportunities and benefits the profession. Students with an existing or newly diagnosed disability who wish to establish accommodations must contact the Office of Disability Services (ODS) at [ODS@marquette.edu](mailto:ODS@marquette.edu). Candidates may seek to document a disability and request reasonable accommodation at any point before or after matriculation. Candidates must follow the procedures of the ODS to report on the existence and nature of the disability. Marquette ODS, the PA Program Director, and the student will interact to determine the necessity and reasonableness of the requested accommodation. Students may voluntarily share disability information with the program to best identify reasonable accommodation. Once the need for and availability of reasonable accommodation has been established, the ODS and the student will engage in an interactive process to determine the reasonableness of the requested accommodation. Some standard accommodations are communicated to faculty through an accommodation letter; non-standard or uniquely applied accommodations may require additional coordination and will be specified in written communication between ODS, the student, and appropriate program administrators. The PA student is responsible for requesting clarification or adjustments to their approved accommodation.

Suppose a student in the Marquette Physician Assistant Program is approved for using reasonable accommodations and declines to utilize them or has exhausted the exploration of reasonable accommodations and subsequently experiences academic difficulty. In that case, the candidate will be treated as any other candidate who experiences academic difficulty.

In general, candidates should establish the existence of a disability before the onset of academic problems. The accommodations process is not retroactive. Suppose a candidate comes forward after failing a course(s) and maintains that the reason for the failure was a disability not previously claimed. In that case, Marquette University may

consider the information appropriate in making its decision regarding the remediation, if any must be made. It is in the student's best interest to explore the necessary accommodation promptly so that barriers to access may be addressed before the onset of academic difficulties.

All the claims and proceedings under this provision will be kept confidential to the extent provided by law and University policies. The dissemination of information related to the existence of a disability will be restricted to Marquette University administrators on a need-to-know basis. 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 explicitly requests such disclosures in writing. Suppose a disability-related need for accommodation exists in the clinical environment. In that case, the student will need to approach the program faculty well before clinical rotations, allowing time for discussion with clinical partners to identify what reasonable accommodations can be applied and what limitations may exist.

The Marquette PA program is highly rigorous and fast-paced. Accommodations that may have been appropriate in an undergraduate program may no longer be relevant in this program or its clinical components. The type of accommodation that can be approved is limited, considering the program's essential elements, the reasonableness of the requested accommodation, and the fundamentals of clinical practice. Students who need accommodation to meet the technical and academic standards of the program are responsible for engaging in the interactive accommodations process.

I have received the MU PA Technical Standards and understand what is required of me for success in the PA program. I have had the opportunity to address any questions with PA Program Leadership or Marquette University. The signature of the handbook implies acceptance.

### **MARQUETTE UNIVERSITY PHYSICIAN ASSISTANT STUDIES PROGRAM** **DIRECTORY**

The website: [Principal Faculty and Staff Directory // Physician Assistant Studies // Marquette University](#), contains a complete list of the Physician Assistant Program principal faculty and staff, along with their biographies.

## **SECTION II: PHYSICIAN ASSISTANT PROGRAM**

## **ACADEMIC CALENDAR 2025-2027**

Students are asked to review the timetable of classes for the didactic training beginning May 2025. The timetable outlines in detail classes, scheduled breaks, and final exam schedules. All dates are subject to be changed by Marquette University or PA Program.

### **Summer 2025**

Classes Start	Tuesday, May 27, 2025
Gift of Time	June 30- July 4, 2025
Classes End	Friday, August 1, 2025
Final Exams	August 4-8, 2025 (make-up finals day is August 15, 2025)
Summer Break:	August 9 – 24, 2025

### **Fall 2025**

Classes Start	Monday, August 25, 2025
Labor Day	Monday, September 1, 2025, classes excused.
Fall Break	October 9-10, 2025, classes excused.
Thanksgiving Break	November 26 – 28, 2025, classes excused.
Classes End	Friday, December 5, 2025
Final Exams	December 8-12, 2025 (make-up finals day is Dec 19, 2025)
Winter Break	December 13, 2025 – January 9, 2026

### **Spring 2026**

Classes Start	Monday, January 12, 2026
MLK Day	Monday, January 19, 2026, classes excused.
Spring Break	March 9-14, 2026, classes excused.
Easter Break	April 2- 6, 2026, classes excused.
Classes Resume	Tuesday, April 7, 2026
Classes End	Friday, May 1, 2026
Final Exams	May 4 – 8, 2026 (make-up finals day is May 15, 2026)
Summer Break	May 9 – May 25, 2026 (includes Memorial Day)

### **Summer 2026**

Classes Start	Tuesday, May 26, 2026
Gift of Time	July 1-3, 2026, classes resume July 6, 2026
Classes end	Friday, July 31, 2026
Final Exams	August 3-7, 2026 (make-up finals day is August 14, 2026)
Summer Break	August 8-16, 2026
Clerkships Start	Monday, August 17, 2026

Official academic calendars from the Provost's Office can be found at this website:

[Academic Calendars and Exam Schedules // Marquette Central // Marquette University.](#)

## **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.

At its September 2023 meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the Marquette University Physician Assistant Program sponsored by Marquette University on Accreditation-Probation status until its next review in September 2025.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the *Standards* or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn. Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The College of Health Sciences and Marquette University fully support the Physician Assistant Studies Program and are actively addressing the concerns raised by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). We remain committed to student success and delivering a high-quality nationally ranked program.

### **MARQUETTE UNIVERSITY PHYSICIAN ASSISTANT STUDIES PROGRAM** **COURSE LISTING**

<b><u>COURSE NUMBER</u></b>	<b><u>Summer 1A SESSION</u></b>	<b><u>CREDITS</u></b>
BISC 7230	Medical Anatomy 6 cr	
BISC 7220	Medical Pharmacology 3 cr	
PHAS 7050 3 cr	Intro to History and Physical Exam	
PHAS 7095 2 cr	Public Health	
PHAS 7270	Diagnostics Technology <u>3 cr</u>	
Total 17 cr		T
	<b><u>Fall 1 SESSION</u></b>	
PHAS 7145 1 cr	Physician Assistant Practice	
PHAS 7080 2 cr	Evidence Based Practice 1	
PHAS 7091	Clinical Medicine 1	5 cr
PHAS 7092	Clinical Medicine 2	5 cr
PHAS 7115	Clinical Decision Making 1	2 cr
PHAS 7200	Interpersonal Communication	2 cr
PHAS 7301	Experiential Learning 1 2 cr	
IPED 9705 0 cr	IPE: Team Communications	

IPED 9715	IPE: Teams/Teamwork	0
cr		
IPED 9730	IPE: Chronic Disease and Oral Health	
<u>0 cr</u>		

Total 18 cr

### **Spring 1 SESSION**

PHAS 7093	Clinical Medicine 3	5 cr
PHAS 7094	Clinical Medicine 4	5 cr
PHAS 7116	Clinical Decision Making 2	2 cr
PHAS 7085	Evidence Based Practice 2	2 cr
PHAS 7260	Pediatric Medicine	3 cr
PHAS 7265	Health Care Systems	1 cr
PHAS 7302	Experiential Learning 2	2 cr
IPED 9710	IPE: Values/Ethics	0 cr
IPED 9720	IPE: Roles and Responsibilities	0 cr
IPED 9730	IPE: Opioids: To Prescribe or Not Prescribe?	
<u>0 cr</u>		

Total 19 cr

### **Summer 1B SESSION**

PHAS 7118	Clinical Decision Making 3	3 cr
PHAS 7220	Clinical Pharmacotherapeutics and Comp Pt. Mngmt.	4 cr
PHAS 7235	Emergency Medicine	
	3 cr	
PHAS 7250	Surgical Principles & Procedures	
	3 cr	
PHAS 7303	Experiential Learning 3	
1 cr		
PHAS 7245	Professional and Ethical Issues	
<u>1 cr</u>		

Total 15 cr

### **CLINICAL YEAR**

PHAS 7986	Clerkships	30 cr
PHAS 7887	Summative Clinical Assessment	6 cr
PHAS 7997	Capstone	<u>3 cr</u>

Total 39 cr

**Program Total: 108 Credit Hours**

## **COURSE DESCRIPTIONS**

### **Medical Anatomy (BISC 7230) 6 cr**

The study of human gross anatomy, including a cadaver dissection laboratory. The anatomy of the limbs, back, thorax, abdomen, pelvis, and head and neck are approached on a regional basis, with a special focus on fundamental neuroanatomical information in a clinical context. Lectures emphasize regional anatomical relationships and functional aspects of the systems and provide a guide to the dissections. The ultimate objective is to attain a detailed understanding of structure-function relationships in the human body that underlie the practice of medicine.

### **Medical Pharmacology (BISC 7220) 3 cr**

Fundamentals of human pharmacology and basic principles dictating drug actions within the human body with emphasis on applications in general medicine. Focuses on 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

### **Public Health (PHAS 7095) 2 cr**

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

### **Introduction to History and Physical Examination (PHAS 7050) 3 cr**

Develops the student's interviewing skills in eliciting complete medical history. 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.

### **Diagnostic Technology (PHAS 7270) 3 cr**

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 clinical medicine courses and clinical decisions making courses. The ECG interpretation section will provide students with a systematic method 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.

### **Clinical Medicine 1 (PHAS 7091) 5 cr**

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.

### **Clinical Medicine 2 (PHAS 7092) 5 cr**

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.

### **Clinical Decision Making 1 (PHAS 7115) 2 cr**

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.

### **Interpersonal Communication (PHAS 7200) 1 cr**

A 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

### **Physician Assistant Practice (PHAS 7145) 1 cr**

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.

### **Evidence Based Medicine 2 (PHAS 7080) 2 cr**

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 clinical year. Prereq: PHAS major; admitted to Physician Assistant Studies.

### **Experiential Learning 1 (PHAS 7301) 2 cr**

Experiential Learning I is an introduction to the technical and clinical management skills required for the clerkship phase of physician assistant studies. This course is multifaceted and includes pre-clinical experiences, case simulation(s), bedside ultrasound, clinical procedures, and self-directed experiential learning activities. Students will have the opportunity to explore medicine through art, investigate health disparities and community resources, experience the power of observation and self-reflection while honing resiliency and teamwork. Prereq: PHAS major; admitted to PA program.

### **IPE: Team Communication (IPED 9705) 0 cr**

This course module is designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Specifically, the course will provide practice in interprofessional communication on a health care team. Students will engage in online pre-work via D2L to prepare for an in-person or virtual workshop experience (In-person workshops preferred but virtual workshops can occur if necessary.)

### **IPE: Interprofessional Teams and Teamwork (IPED 9715) 0 cr**

This course module is designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Specifically, the course will provide practice in interprofessional communication on a health care team. Students will engage in online pre-work via D2L to prepare for an in-

person or virtual workshop experience (In-person workshops preferred but virtual workshops can occur if necessary.)

**IPE: Interprofessional Education Special Topics (IPED 9730 sec 101) 0 cr**

Designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Topics vary.

**Clinical Medicine 3 (PHAS 7093) 5 cr**

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.

**Clinical Medicine 4 (PHAS 7094) 5 cr**

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.

**Clinical Decision-Making 2 (PHAS 7116) 2 cr**

A 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.

**Evidence Based Practice 2 (PHAS 7085) 2 cr**

This 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.

**Pediatric Medicine (PHAS 7260) 3 cr**

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.

**Health Care Systems (PHAS 7265) 1 cr**

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.

**Experiential Learning 2 (PHAS 7302) 1 cr**

Experiential Learning II is the second course in a series which provides students with the opportunity to learn the technical and clinical management skills required for the clerkship phase of physician assistant studies. This course is multifaceted and includes pre-clinical experiences, case simulation(s), bedside ultrasound, clinical procedures, and self-directed experiential learning activities. Students will have the opportunity to explore medicine through art, investigate health disparities and community resources, experience the power of observation and self-reflection while honing resiliency and teamwork. Prereq: PHAS major; admitted to PA program.

**IPE: Interprofessional Values and Ethics (IPED 9710) 0 cr**

This course module is designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the healthcare industry. Specifically, the course will provide practice in interprofessional values and ethics on a health care team. Students will engage in online pre-work via D2L to prepare for an in-person or virtual workshop experience (In-person workshops preferred, but virtual workshops can occur if necessary).

**IPE: Interprofessional Roles and Responsibilities (IPED 9720) 0 cr**

This course is designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Specifically, the course will provide practice in interprofessional values and ethics on a health care team. Students will engage in online pre-work via D2L to prepare for an in-person or virtual workshop experience (In-person workshops preferred but virtual workshops can occur if necessary.)

**IPE: Interprofessional Education Special Topics (IPED 9730 sec 102) 0 cr**

Designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Topics vary.

**Clinical Decision Making 3 (PHAS 7118) 3 cr**

This is a course continuation of PHAS 7116 that focuses on application and further development of the student's approach to working up and solving medical problems, as well as providing patient education and counseling. It is intended to build upon, refine and integrate basic clinical skills, interpersonal skills, and competencies that students have acquired in previous coursework.

This course will develop a student's ability to provide patient counseling and effective patient education. In particular, the course will address motivational interviewing and counseling as it relates to smoking cessation and weight loss. It will also review common causes of non-compliance/adherence and identify strategies students can utilize to reduce non-compliance/adherence in their patient population. This course will also help students develop communication skills to utilize when caring for patients with developmental disorders.

The course will address methods used to deliver bad news to patients as well as safety issues related to patients with limited English proficiency. Students will interface with translator students to practice the clinical skills needed to use interpreters effectively and safely during patient encounters. Students will have the opportunity to practice skills in both scenarios during two simulated clinical experiences throughout the semester. Lastly this course will also hone a student's clinical skills by providing classroom activities to practice how to approach a focused history, physical exam and address an acute complaint in a simulated primary care outpatient setting.

**Pharmacotherapeutics and Comprehensive Patient Management (PHAS 7220) 4 cr**

Focuses on the development of a systematic approach to the process of solving clinical therapeutic problems and management of comorbid diseases. Emphasizes: 1) gaining familiarity with the medications used for commonly encountered clinical problems, and 2) exercising the thought process of rational pharmacologic management.

Accomplished through a lecture-style format by working through clinical patient scenarios in small groups. Intended to apply and integrate information introduced in previous course work: basic clinical sciences – including pathology, physiology, and microbiology; evaluation of the history and physical exam; and interpreting diagnostic information. Prereq: PHAS major, BISC 7220, and admitted to PA program.

**Emergency Medicine (PHAS 7235) 3 cr**

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.

**Surgical Principles and Procedures (PHAS 7250) 3 cr**

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.

**PA Professional and Ethical Issues (PHAS 7245) 1 cr**

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.

**Experiential Learning 3 (PHAS 7303) 1 cr**

Experiential Learning III is the third course in a series which provides students with the opportunity to learn the technical and clinical management skills required for the clerkship phase of physician assistant studies. This course is multifaceted and includes pre-clinical experiences, case simulation(s), bedside ultrasound, clinical procedures, and self-directed experiential learning activities. Students will investigate health disparities and community resources, practice lumbar puncture, suturing techniques, and wound management, demonstrate competency in suturing skills and achieve ACLS certification while honing resiliency and teamwork. Prereq: PHAS major; admitted to PA program.

**Supervised Clinical Practice Experiences (SCPEs) (PHAS 7986) 30 cr**

Various course descriptions- please see course syllabi.

**Summative Clinical Assessment (PHAS 7887) 6 cr**

This course is a summative assessment course offered every semester of the clinical year which utilizes several evaluation tools throughout the clinical year to collectively provide a comprehensive appraisal of every student's readiness and eligibility for graduation.

**Capstone (PHAS 7997) 3 cr**

The Capstone Course is a summative course that expands upon the previous courses PHAS 7080 Evidence-Based Practice 1 and 7085 Evidence-Based Practice 2. It is the culmination of the evidence-based practice curriculum, and the research capstone must be successfully completed prior to graduation.

**SUPERVISED CLINICAL PRACTICE EXPERIENCES (PHAS 7986)**

**Subject to change**

**Students register for all core rotations in the clinical year for 16 credits and register for a total of 30 credits of rotations.**

110	Internal Medicine	6 weeks (4 credits)	CORE
120	Emergency Medicine	6 weeks (4 credits)	CORE
140	Surgery	6 weeks (4 credits)	CORE

150	Family Medicine	6 weeks (4 credits)	CORE
123	Pediatrics	3 weeks (2 credits)	CORE
333	Women's Health	3 weeks (2 credits)	CORE
233	Behavioral Health	3 weeks (2 credits)	CORE
226/326	Pediatric Medicine Elective	6 weeks (4 credits)	ELECTIVE
223/323	Pediatric Medicine Elective	3 weeks (2 credits)	ELECTIVE
106/206/306	Adult Medical Elective	6 weeks (4 credits)	ELECTIVE
103/203/303	Adult Medical Elective	3 weeks (2 credits)	ELECTIVE
116/216	Adult Surgical Elective	6 weeks (4 credits)	ELECTIVE
113/213	Adult Surgical Elective	3 weeks (2 credits)	ELECTIVE
316	Pediatric Surgical Elective	6 weeks (4 credits)	ELECTIVE
313	Pediatric Surgical Elective	3 weeks (2 credits)	ELECTIVE

PHAS 7887: Summative Clinical Assessment (2 credits each semester)

PHAS 7997: Master's Capstone

Section 101: 1 credit (based on individual student clinical clerkship schedule)

Section 201: 2 credits (Summer semester)

### **CLINICAL SITE PLACEMENT**

Students are not required to provide or solicit clinical sites or preceptors. 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 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 a total of 39 credits.

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

**SECTION III:**  
**ACADEMIC & ADMINISTRATIVE**  
**PROGRAM POLICIES & REGULATIONS**

**ATTENDANCE POLICY**

Attendance to all PHAS didactic and clinical course activities is mandatory to ensure students obtain the knowledge and skills necessary to practice comprehensive and competent medicine. Due to the rigor of coursework and clinical activities in the professional program, all students are held to this attendance standard.

In-person attendance is required unless the program allows virtual attendance via Microsoft Teams or other approved online platforms. This may be in unique



circumstances, such as illness or pre-approved missed days. If students attend class virtually, they must be logged into the streamed live session.

Like the work environment where attendance and timeliness are required, 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 for a class without an excused absence, it will be counted as an unexcused absence. Attendance beyond the scheduled end of class time may occur, during which students are expected to remain and participate.

Students who are ill or anticipate absence for a family emergency must immediately contact the Director of Didactic Education. All students must consult with the course instructor(s) for make-up work, if necessary. If the work cannot be made up due to time/schedule constraints, or if the student is unavailable for the make-up 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 will be reviewed on a case-by-case basis.

Please note that the PA program or Marquette University may change attendance policies in response to health and safety circumstances or events that may affect in-person attendance. The PA program will communicate changes to students.

### **Absence Policy**

Although attendance is mandatory and necessary for student learning, there are times when absences may be unavoidable.

The following are examples of excused absences:

1. Immediate family illness/death or of the spouse/significant other: (Parents, siblings, grandparents, children, spouse, significant other).

Please email the Director of Didactic Education and the instructors impacted to inform them of the classes you will miss.

2. Personal health appointments or concerns, legal obligations, legally mandated accommodation requirements, or religious observances.

In the event of illness, medical/counseling appointment, or a mandatory obligation where you will miss a scheduled class:

- Please email the Director of Didactic Education and the instructors impacted to inform them which classes you will miss.
- Plan to log on to TEAMS if able/feasible. We do not record TEAMS unless there is a special circumstance. If you cannot attend TEAMS, plan to get notes from friends or classmates.

- We do not require a note from your provider unless the absence is greater than or equal to 3 days

Please contact the Director of Didactic Education to develop a plan to make up for missed work and assignments if you miss three or more days.

### 3. Discretionary Day

The PA Program recognizes that important family or personal events or time off for wellness may occasionally necessitate a student's absence. The intent of the Discretionary Day is to provide a day away from required attendance, and as such, should be used with that intent in mind. Given that, the faculty will not provide alternate attendance options on your discretionary day, such as recording a VOPP or rescheduling an assessment. At the discretion of program leadership and scheduling, students may have up to one discretionary day per semester in the Fall 1A, Spring 1A, and Summer 1B semesters. Please note that a discretionary day is not permitted in the Summer 1A semester.

Students may take the day off for any reason and do not have to disclose why they take their discretionary day. Examples of discretionary day use are weddings, family vacations, illnesses/deaths of non-immediate family persons and pets, interviews, etc.

***A discretionary day may not be taken on the day of a major assessment or experiential learning event.*** Students will be provided with a list of dates that are not eligible at the beginning of the term. All discretionary days must be submitted for approval **at least five business days in advance.**

#### **Procedure for taking a discretionary day:**

Discretionary day requests must be emailed to [Robert.paxton@marquette.edu](mailto:Robert.paxton@marquette.edu) and the instructors impacted at least five business days in advance for approval.

Students are responsible for the content of any presentations and for handing in any assignments they may have missed on time. Students are not obligated to use the discretionary day if they feel it is not in their best interests academically. Unused discretionary days do not roll over into the next semester.

### **Unexcused Absences**

Any absence that is not excused or approved as a discretionary day will be counted as an unexcused absence. Any partial unexcused absence is treated as a complete absence.

### **Consequences of Absences**

Unexcused absences negatively impact student learning and course grades. A student is expected to attend every meeting, lecture, lab, or clinical experience. 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, the individual instructors and the department make class attendance requirements and the impact that absences may have on students' grades.

Dates of unexcused absences will result in a 3% reduction of the course final grade for each course missed. The 3% final grade reduction penalty will not be applied to labs, OSCEs, clinics, or group/paper cases. If a student misses these events for an unexcused absence, they will get a 0% for that grade.

The Director of Didactic Education and program staff track and monitor unexcused absences weekly. **If a student accumulates more than six (6) unexcused absences in aggregate during one semester, the student will be reviewed by the Progress and Promotion Committee (P&P).**

The Physician Assistant Studies Progress and Promotion Committee will review any student who has surpassed six absences in a semester to determine if the academic withdrawal policy will be enforced. Given the student's circumstances, the P&P Committee may choose not to enforce the policy if the absence threshold is surpassed. The P&P Committee will work with students who may be affected by illness on a case-by-case basis.

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 participate in a professional training program whose graduates assume positions of high responsibility as health care providers. Students must have academic and clinical skills and 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 probation or dismissal. The PA Program follows the Office of the Provost's Graduate Attendance Policy. In accordance with the MU PA policy, efforts will be made to help students complete makeup work for excused absences. However, 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 a make-up. It's noted that approved attendance in the remote setting is not counted as an absence from class.

### **Procedures for Requesting Excused or Unexcused Absences**

Any student needing to arrange time off from any scheduled class time must notify the Director of Didactic Education and the instructors impacted. This may be done in

person, via email, or by phone. The student must email each instructor for classes excused/unexcused to inquire about makeup work.

**\*\*Note** that some courses require mandatory in-person assessments (e.g., labs, procedures, OSCEs, SIM, Clinics). These courses 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 in graduation.

### **Procedure for Missed Coursework**

Students are responsible for all the missed work and material. For isolated days missed, students should contact a classmate for class notes/content and follow up with the instructor as needed. For extended periods of absence (three or more days), students should request course material for the proposed dates missed via email to the Director of Didactic Education and instructors. In the case of prolonged absence, the program will work with the student on reasonable advancement through coursework. All decisions will be communicated by email back to the students.

### **MU PA RECORDING POLICY**

Students may be afforded the opportunity to remotely participate in lecture-based learning in the event of illness or missed class. This will be done using Microsoft Teams. Each instructor will work with the student to identify if remote participation is appropriate or not. Additionally, some courses routinely use Microsoft Teams, even with students present in the building, for breakout rooms or group work as part of the pedagogy of the curriculum. In all cases, the program does not allow students to record presentations. They will not be recorded for routinely missed classes due to excused absences (i.e., illness). In rare situations, the faculty may choose to record the lecture and will do so within Microsoft Teams. Students are not allowed to record. Similarly, students are not allowed to use recording devices of their own to record lectures. Any lecture, live or pre-recorded, such as a Voice-Over PowerPoint, is proprietary property of Marquette University.

### **ATTIRE POLICY**

As a student in a professional program, you will regularly encounter guest lecturers and instructional faculty from various medical disciplines and patients. As representatives of this program, outward appearances should reflect students as competent healthcare professionals who cast the PA profession and Marquette University in a positive light. This section includes general attire guidelines for Scrub Attire, Casual Appearance, and Professional Attire. This policy is not exhaustive and is meant to guide students to make appropriate decisions to dress as health-professional students.

Scrub Attire is the policy for classroom and lab/procedures unless otherwise noted. For other events, such as OSCEs and community clinics, the faculty will indicate the type of appropriate dress attire (scrubs, casual, or professional). There will be days when casual appearance is allowed in the classroom. The Program Director and course instructors will inform students of the appropriate attire.

### **Scrub Attire**

This section includes guidance on scrubs for the classroom and lab/procedures attire. Scrubs may also be appropriate for clinical experiences and standardized patient encounters at the course instructor's discretion. The following are appropriate scrub attire:

- Official Marquette University Scrub pants and scrub tops
- Alternate Classroom Attire: Marquette apparel tops with MU PA Scrub pants
- For clinical experiences and standardized patient encounters:
  - A short white coat will be worn with the name tag visible to allow PA students to be identified and distinguished from other health professional students and practitioners.
  - Nails need to be kept clean, well-manicured, and at a length that does not interfere with physical exam, patient care and safety.
  - Hair and facial should be neat and groomed to not interfere with patient care

### **Casual Appearance**

On days when casual dress is accepted in the classroom and for online learning, attire should be neat, clean, and properly fitting. Examples of attire that are considered inappropriate include:

- Revealing clothing, such as see-through clothing, shirts with low necklines, tank tops or spaghetti straps, crop tops or shirts with cut-outs, muscle shirts, mini- skirts/dresses or short-shorts that extend more than 3 inches above the knee, athletic pants (yoga pants, leggings, sweatpants, athletic shorts), or low-riding pants that expose undergarments or midriff.
- Hats
- Clothes or exposed tattoos displaying inappropriate language or graphics.
- Attire or tattoos that support or malign a political group, movement, views, or jargon that associates the student with that group.
- Facial/oral piercings or gauges beyond piercings worn in the ears. Students should discuss additional piercings with the Program Director if they are worn for religious or cultural reasons.
- Bare feet

Some exceptions may occur, and the program director will approve and communicate them.

### **Professional Attire**

If the faculty member indicates professional dress attire is required, please use the following guidelines:

All students

- A short white coat will be worn with the name tag visible to allow PA students to be identified and distinguished from other health professional students and practitioners.
- Close-toed professional shoes or loafers (no sneakers or sandals)
- Hair should be neat and groomed to not interfere with patient care and be a variation of a natural hair color.
- Dress pants/slacks.
  - Alternative to pants when applicable: skirt/dress that maintains a hem at knee length or below.
  - When applicable: Ties are optional. If worn, they must be secured and not drape onto the patient during examination.
- A dress shirt or blouse with shoulders covered.
- Facial hair should be trimmed to not interfere with patient care.

Students should avoid the following for professional attire and clinical experiences:

- Revealing clothing (as defined above)
- Excessive jewelry
- Heavy perfume or cologne
- Visible tattoos
- Facial, tongue, or multiple ear piercings or gauges
- Anything considered inappropriate from the casual attire section above.

The faculty will counsel students if their attire does not meet the professional standard of the program.

## **PEER PHYSICAL EXAM POLICY AND PROCEDURES**

### **I. Purpose**

This policy aims to establish uniform expectations for all students and faculty participating in peer physical exams.

### **II. Persons Impacted:**

Physician assistant students, instructional (part-time) and principal (full-time) faculty.

### **III. Policy and Procedure Background Statement**

Mastery of the physical examination ("PE") is essential to the practice of medicine. Repeated exposure to and practice the components of the complete physical exam is necessary to master this complex set of skills. One method shown to help learn PE skills is the regular hands-on practice of the peer physical examination ("PPE").

The Marquette University Physician Assistant (MUPA) program believes that physical examinations (PPEs) are an important aspect of clinical skills training. PPEs involve students physically examining each other for educational purposes under a proctor's direction (principal or instructional faculty). During PPEs, a student assumes the provider/examiner role and physically examines another student (peer) who assumes the 'patient' role.

There are many advantages to conducting PPE, including studying anatomy before learning pathology, learning what it is like to be examined and gaining a patient perspective, and improving technique by practicing the exam multiple times on the same person, which is often not possible with clinical patients, obtaining feedback from peers and proctors to improve technique, allowing students to practice in a safe environment for themselves and the patient (simulation), and the ease of organization and cost efficiency.

The educational literature shows that most medical and allied health students see the benefit/value of performing PPE. However, some students with varied lived experiences have higher rates of anxiety when participating in PPE and lower rates of comfort and acceptance of PPE.

The MU PA program seeks to accommodate requests that modify the standard PPE procedures and policy and honors agency, autonomy, and nonmaleficence for our students. Written informed consent for participation in PPE will be obtained at the start of the didactic academic year, and verbal consent should be obtained whenever PPE is practiced.

### **IV. What Students Can Expect During Peer Physical Exams**

PPEs are performed primarily in PHAS 7050 and PHAS 7301-7303. Students will be assigned to work in pairs for exams during these courses. One student will assume the role of the patient, and the other will assume the role of the provider. After the exam is performed, the student roles will switch. PPE also occurs in clinical skills assessments proctored by faculty members and as part of self-directed learning without a faculty member present.

Feeling some anxiety during clinical skills assessment labs is normal, especially in the beginning, but this will likely diminish as your training progresses. Faculty will support

you and are available to discuss any concerns regarding participation in PPE. *Examination of the breasts, inguinal, genital, and rectal areas are not part of the PPE program. These exams will be undertaken using simulation models, not upon peers.*

Students assuming the patient role will wear athletic shorts, a sports bra for students with breast tissue, and a patient gown. Students who are undergoing examinations will be provided the privacy to change into their exam attire. The student provider will wear scrubs during the exam. All Objective Structured Clinical Examination ("OSCE") suites and other simulation practice areas have cameras that can record activity, and these may be monitored.

## **V . Student Expectations**

During PPEs students must treat their fellow students with the same respect they should offer when treating patients in the clinical setting. This includes using appropriate gowning and draping to respect their peer's modesty, obtaining verbal consent before initiating the physical exam, and adhering to standards of confidentiality. Students may sometimes choose their partner when practicing PPE during practice sessions. Students may also identify a preferred partner for test-outs/OSCEs with ample advance notice to the course instructor(s). As the student patient, you may specify what portions of the physical exam are unacceptable to you and discuss this with the primary course instructor(s) beforehand or at the time of the exam. Students must respect the decisions of their peers regarding any aspects of the physical exam that are declined. The reasons for declining a specific exam may not be obvious to the student provider and do not need to be disclosed.

***Regardless of your decision to participate as the student-patient, all MUPA students are expected to participate in the student-provider role and examine all patients, whatever their personal, social, religious, cultural, or individual characteristics.***

Faculty will observe and provide feedback during PPE and point of care ultrasound to help you improve your skills. You are expected to accept faculty and peer feedback professionally and take steps towards developing competence in physical examination and procedures, including provider-performed ultrasound.

## **VI. Unexpected Issues During Peer Physical Examinations**

It is rare, but possible, for incidents to occur during a PPE. Examples include discovering a physical abnormality or finding requiring further investigation, a fellow student behaving unprofessionally during PPE, or a faculty member behaving unprofessionally during PPE. In the case of a breach of professional behavior from either a peer or a faculty member, please report this to the course director. In the case of unprofessional behavior by the course director, please report this to the MU Program Director for further investigation. When a peer or faculty member identifies a physical abnormality or finding, the MUPA incidental findings policy will address the situation. Students are expected to maintain their peer's confidentiality regarding that finding.

## **VII. PA Program Responsibilities and Code of Conduct:**



The faculty will model and enforce professional behavior, including respect for patient modesty and confidentiality. Any breach in professional behavior by a student will be handled according to student conduct policy as noted in the student handbook. Upon matriculation, students will have sufficient time to review the PPE Policy and PPE Consent Form. These forms will allow students to have informed consent to fully participate or opt out of specific portions of the "patient" PPE without disclosing the reason. Students who opt out fully or partially will be asked to meet with the course director(s) to arrange a suitable alternative. The most common alternative is to have a volunteer third peer partner in the grouping. Neither declining nor volunteering to take the patient role will affect the attitude of faculty towards a student or impact their scores on any informal or formal assessment. For all classes involving PPE, a student may choose to opt out of the patient role fully or partially at any time. This can be accomplished by filling out a new informed consent form and speaking to the course director.

Breaches in student confidentiality, unprofessional or inappropriate behavior will be addressed by the procedures outlined in the student handbook for professionalism.

Faculty members' PPE policy violations should be reported to the course and program director for further investigation.

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Accepted: 2/3/25 MUPAL

Reviewed : OGC (JF) 3/28/25

Adopted: 4/2/25

### **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 five minutes prior to the beginning of class. If late, students should enter the classroom as discreetly and quietly as possible and sit 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 microphones muted. Students attending virtually are considered to be in attendance equally with those physically present and may be called upon in class or otherwise asked to participate in classroom activities.
- b. Students are expected to come to order at the designated class time without the instructor prompting them.
- c. Students must refrain from social conversations and noisy or disruptive classroom activities, especially with food items and computers.
- d. Students using laptops or tablets during lecture periods must access information only at the instructor's direction. Inappropriate use of technology is distracting to the students and their surrounding peers' learning. Students should not access

other web pages, messages, or texts or check email during class. The faculty may provide students with a warning. Recurrent warnings may result in dismissal from class or a professionalism violation.

- e. Students are expected to show proper courtesy and respect toward all patients, classmates, and faculty. Students must maintain patient confidentiality. Patient histories should not be discussed in public areas. If necessary, discussions about patients must be held with great discretion and caution.
- f. Students are expected to adhere to the Social Media Policy.
- g. Students must respect classmates asking questions during the lectures and not disrupt the classroom or interfere with the learning of others.

### **Violations of the Professional Code:**

Violations of the professional code will be reviewed by the faculty member, who may consult with leadership and/or P&P committee to decide upon the course of action. Typically, students who are found to have infractions of the professional code of conduct or violations of the PA Studies Honor Code will be given one (1) warning that will be documented in their file. The warning may accompany an affiliated action, such as asking the student to leave class, change attire, or apologize to students, faculty, or staff, and may require a meeting with the student's advisor or program leadership. Further infractions following the warning will lead to formal warnings being placed in the student's academic file and the student will meet with the Progress and Promotion Committee. Recurrent infractions may result in professional probation or possible dismissal. The program reserves the right to take sooner action if a violation is considered egregious or harmful.

## **PROFESSIONAL BEHAVIOR EVALUATION**

The PA Program Faculty will evaluate students on professionalism starting in the first semester of the program by the standards outlined on the professional conduct evaluation form as reviewed in PHAS 7145 Physician Assistant Practice. Students are evaluated not only on their academic proficiencies but also on their professional conduct and interactions and evaluation of meeting technical standards. The work of a physician assistant requires a high level of interpersonal skills, reliability, professional appearance, and conduct. The faculty believes these behaviors are required for clinical practice and must be modeled during the professional didactic phases.

Students who are found to have unsatisfactory professionalism will be given an opportunity to improve unless a violation is considered egregious. Students found in breach of the professional code of conduct may receive professionalism violation warnings at any time. Students will be required to meet with the Progress and Promotion Committee. Continued unsatisfactory evaluations or more than one violation may result in consequences including but not limited to conditional promotion with professional probation and/or dismissal from the program. Please see the [HESP Bulletin](#) for the process of professional misconduct.

## **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
<b>RELIABILITY AND DEPENDABILITY</b> Dependably and punctually completes assignments. Arrives on time for class or lab. Follows through on projects. Takes responsibility for personal actions and performance.				
<b>RESILIENCE AND ADAPTABILITY</b> Demonstrates tolerance of stressful or changing environments. Utilizes healthy coping strategies. Recovers from setbacks.				
<b>SELF REFLECTION AND CRITICAL CURIOSITY</b> Engages in reflective practice for improvement. Recognizes strengths and areas needing improvement. Sets goals for continuous improvement.				
<b>TEACHABILITY AND INITIATIVE</b> 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.				
<b>COMMUNICATION SKILLS</b> 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.				
<b>HONESTY AND INTEGRITY</b> 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.				
<b>RESPECT AND COMPASSION</b> 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 the 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.				
<b>PERSONAL HEALTH/DEMEANOR &amp; HEALTH BEHAVIORS</b> 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.				
<b>TECHNICAL STANDARDS</b> Able to integrate the technical standards required by the PA program in a meaningful and appropriate fashion.				

Advisor \_\_\_\_\_

Discussed with student \_\_\_\_ Yes \_\_\_\_ No

Student Signature \_\_\_\_\_

### **MUPA PUBLIC DISPLAY WITH SOCIAL MEDIA POLICY**

**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, ping, Twitter, Facebook, TikTok, 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, ping, 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, which 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 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](http://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 that their actions captured via images, posts, or comments can reflect on Marquette University Physician Assistant Studies. If one chooses to identify oneself on such public Internet display venues, some readers of such websites 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 establish and maintain an organizational presence on popular social media sites and through blogs from time to time. This presence will facilitate expanding communication opportunities for students, faculty, staff, administrators, and other members of the community served by Marquette University Physician Assistant Studies.
- C.** If 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 the student is speaking for themselves 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 forums 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's (student, faculty, or patient) work ethic, workload, work intentions, educational intentions, or learning abilities.
  - iii. Comments that are sexually suggestive.
  - iv. Comments that are humiliating or demeaning.
  - v. Threats to stalk, haze, or physically injure another student, faculty, staff, or patient.
  - vi. See the Student Code of Conduct and Employee Handbook (attached).
- f. Do no harm to a faculty, staff, student, or patient's reputation. Members of the Marquette Physician Assistant program are not to use these sites to disparage the PA program, 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, faculty, or staff and should be limited to non-working hours.
- h. Videotaping instructors, students, or patients is not allowed during the didactic, in-class, or clinical phases 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 adults 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 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 and health care providers must recognize that online actions and content posted via social media avenues may negatively affect their reputations among mentors, instructors, patients, and colleagues. This 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 the Professionalism Code in the Student Handbook. Please see the attached articles for additional information and resources.*

### **MARQUETTE UNIVERSITY CRIMINAL BACKGROUND CHECK POLICY**

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 program's requirements, they **MUST** bring these to the attention of the Program Director immediately. Students must complete the appropriate criminal and caregiver background checks according to the program's deadlines each year using CastleBranch. The PA website provides access for the student to complete and pay for the [background check](#). Failure to complete the background checks according to the program's timeline may result in meetings 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 who 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, preceptor, or supervisor, it is determined that the student is impaired, they 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 is 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, conviction of a substance-related infraction, or positive Blood Alcohol Concentration (BAC) or equivalent in a clinical scenario or classroom setting, results in immediate dismissal from the program without academic review. Exceptions are only made if the student communicates upfront with the Program if any positive results are expected and for what reasons.

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 students consistent with a positive alcohol or drug result as described in this policy.

Marquette University has adopted the policy below on CBD and CBD-containing products to incorporate into its drug use policy. Any student found violating 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.

### **EMPLOYMENT DURING THE PROGRAM POLICY**

PA students must not be required to work for the program as a substitute for the function of instructional faculty and clinical or administrative staff. The program

discourages student employment 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**

In the event of any emergency including those below notify the **MU Police Department at 414- 288-1911.**

#### **Fire Evacuation Plan:**

Upon discovering a fire, explosion, or smoke in the building, pull the fire alarm on the wall on the first floor near the east side entrance.

In the event of a fire, all students, faculty, staff, and guests must evacuate immediately. Use the stairwells, not the elevator, and proceed to the 1st floor. Exit the 1st-floor main doors and head west to the corner of 18th and Clybourn, where building occupants will remain until they are cleared to return. The building safety marshals, and the building emergency coordinators will sweep the building to ensure everyone has left and is safe. Fire drills will be performed periodically during the academic year.

#### **Severe Weather Alert:**

Immediately report to rooms 108, 112, and 115. Stay away from the doors and windows and remain there until the building emergency coordinators clear you for return.

#### **Safe Haven Areas (Active Shooter):**

In the event of a physical threat in the building and you are unable to run from it, proceed immediately to rooms with secure doors and no or few windows, including 115, the OSCE suite, the 3rd-floor laundry room, and the 4th-floor storage room adjacent to the kitchen.

Josh Knox and Pat Loftis are the Department's Emergency Building Coordinators and are available to answer any questions related to the building safety plan.

Complete emergency policy and procedures for the PA program are available in the Administrative office. Marquette University policy and procedures are available here: <https://www.marquette.edu/mupd/documents/emergency-procedures-guide.pdf>

## **HEALTH INSURANCE POLICY**

The program requires students to carry personal health insurance throughout the duration of their studies. However, students 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 their 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 during your didactic years, which will directly impact your course grades and potentially your graduation.

Students can purchase student health insurance from the insurance provider of their choice.

A Health Insurance Verification form must be signed and filed. At various points throughout the program, a copy of your health insurance card or other proof of insurance may be requested via CastleBranch to ensure compliance with this policy.

ARC-PA Standard A3.09 precludes the principal faculty, the program director, and the medical director from participating as health care providers for students in the program, except in an emergency.

## **IMMUNIZATIONS AND HEALTH MAINTENANCE POLICY**

### **OVERVIEW**

The program requires all students to be up to date with immunizations and health maintenance requirements, in alignment with the Centers for Disease Control and Prevention recommendations for health professionals. State-specific mandates are also required to meet ARC-PA accreditation standards and maintain student safety.

Students must meet the policy requirements and keep up to date with annual requirements to participate in the experiential learning components of the program, including didactic year Community Clinics and clinical year clerkship experiences. Some immunization requirements may change, and the program will provide timely updates.

\*\*\*Disclosure of Medical Information Release form must be signed during orientation and saved in the student file.

## REQUIREMENTS

The students must provide proof of their up-to-date immunizations, titers, and annual health maintenance assessments for all of the following. All documentation must be uploaded to CastleBranch. More instructions regarding CastleBranch will be provided.

### 1. Titer Requirements:

- Hepatitis B
- MMR\* (If applicable – see MMR section below)

### 2. Immunization Requirements

<b>COVID-19</b>	<ul style="list-style-type: none"> <li>▪ One or more doses annually, in alignment with CDC recommendations, ideally between September 1st and November 15th</li> </ul>
<b>Influenza</b>	<ul style="list-style-type: none"> <li>▪ One dose annually</li> <li>▪ Students must receive seasonal influenza immunizations between September 1st and November 15th to ensure an adequate immune response to the vaccine prior to a community outbreak.</li> </ul>
<b>Adult Tdap</b>	<ul style="list-style-type: none"> <li>▪ Completion of Tdap primary series and at least one dose of Tdap in adult life.</li> </ul> <p>If Tdap has not been previously received as an adult, you must obtain Tdap, regardless of the date of the last Td booster. Thereafter, Td or Tdap every 10 years.</p>
<b>Td</b>	If Adult Tdap $\geq$ 10 years ago, a Td booster is required every 10 years.
<b>Polio Series</b>	Complete 3-dose series
<b>Measles, Mumps, Rubella Series (MMR)</b>	<p>The immunization record must show two doses of Measles, Mumps, and Rubella (MMR) vaccinations given at least four weeks apart after one year of age.</p> <ul style="list-style-type: none"> <li>▪ State Immunization Registry is also accepted.</li> </ul>

	<ul style="list-style-type: none"> <li>*If unable to provide documented immunization record/registry, a Measles, Mumps, and Rubella titer is required*</li> </ul>
<b>Hepatitis A Series</b>	Complete 2–dose series HepA or 3–dose series HepA–HepB
<b>Hepatitis B Series</b>	<ul style="list-style-type: none"> <li>Childhood series and proof of positive titer</li> <li>If the titer is negative, repeat the series and re-test the titer: <ul style="list-style-type: none"> <li>Three (3) dose series with Engerix–B, PreHevbrio, or HepA–HepB OR</li> <li>Two (2) dose series with Heplisav</li> </ul> </li> </ul>
<b>Varicella</b>	<ul style="list-style-type: none"> <li>Two (2) doses required</li> </ul>

For individuals known to have an elevated susceptibility to infections, please review the following instructions according to the CDC: [Adult Immunization Schedule by Medical Condition and Other Indication | Vaccines & Immunizations | CDC](#)

### 3. Annual Health Maintenance Requirements

<b>TB Test Requirements</b>	<p>Students are required to have a TB test ANNUALLY.</p> <ul style="list-style-type: none"> <li>If the TB blood test (interferon-gamma release assays or IGRAs) such as 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. Per the CDC, treatment for Latent TB in Healthcare professionals is highly recommended. Individuals should consult with their provider regarding this decision <a href="#">Clinical Testing Guidance for Tuberculosis: Health Care Personnel   TB Prevention in Health Care Settings   CDC</a></li> <li>Thereafter, an ANNUAL Periodic Health Assessment Form must be completed, signed by a health care provider, and uploaded to CastleBranch.</li> </ul>
<b>Annual Physical Examination</b>	A Required Annual Physical Screening Form must be completed, signed by a health care provider, and uploaded to CastleBranch by the published due dates. Students may complete this requirement with their personal health provider or at the Marquette University Student Health Clinic.

4. A 10-panel Drug Screen is required before the start of clinical year rotations; students do not need it before matriculation.

5. Students may need to complete additional site-specific requirements as determined by clinical sites, and if applicable, they will be individually instructed on these requirements.

Students traveling internationally for elective rotations must consult with a provider about travel immunization and health recommendations at least 4 weeks before travel and follow the CDC recommendations based on the country. The complete recommendations can be found here: [Travelers' Health | CDC](#)

Students traveling to Belize, South Africa, and/or Puerto Rico should be current with the above-required immunizations. It is also recommended that students receive the Typhoid Vaccination at least two weeks prior to travel. Students traveling to South Africa should also consider Malaria chemoprophylaxis based on their travel plans and current transmission patterns.

Note: Students are responsible for the above-associated health maintenance costs.



IMMUNIZATIONS AND HEALTH MAINTENANCE POLICY  
STUDENT ACKNOWLEDGEMENT PAGE

I understand my acceptance to the Marquette Physician Assistant Studies Program is contingent upon my full compliance with the above health and immunization requirements. I will create a CastleBranch account to upload my documentation of proof of immunizations and health screening.

\_\_\_\_\_  
Name (Printed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**\*\*Please email the signed form back to Erica.Galligan@marquette.edu**

MARQUETTE UNIVERSITY COLLEGE OF HEALTH SCIENCES PHYSICIAN  
ASSISTANT STUDIES PROGRAM

**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, mental, and emotional health demands of a Physician Assistant student.**

**The student has the following ADA requirements:**

\_\_\_\_\_  
(N/A if Not Applicable OR Attach Documentation if Applicable)

PLEASE PRINT

Health Care Provider: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
Phone: \_\_\_\_\_

**Provider Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

I attest the above information is correct and truthful.

Student Signature: \_\_\_\_\_

## **INCIDENTAL FINDINGS POLICY**

During a student's course of study, incidental medical findings may be noted on physical exams or using diagnostic medical technology. These incidental findings may include known or 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 their 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 an emergency but may facilitate referrals to health facilities.

## **MUPA INFECTIOUS DISEASE POLICY**

Due to the nature of Physician Assistant training, there is the potential for 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, adequate and regular cleaning of the stethoscope, white lab coat, scrubs, and face coverings. The CDC standard precautions should be followed: <https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html>.

If students consider themselves to be at 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, they need to bring 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 to set 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, they may need to be cleared by their health care provider before continuing with the PA program course of studies. Additionally, the student must be able to meet MU PA technical standards. A student's continued participation in clinical activities may be delayed or prevented based on the degree and outcomes of any infectious exposure or disease, which 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**

While completing experiential learning, the student should employ risk mitigation and prevention strategies for COVID during patient contact, 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, and properly and regularly cleaning the stethoscope, white lab coat, and scrubs. Students should also wear appropriate masks as directed by clinical sites.

If a student is notified of 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 Didactic 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 their primary care provider or the Marquette University Medical Clinic for guidance on testing and treatment.

If a student tests positive for COVID-19 from a presumed exposure outside of the clerkship, the student must:

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

Vaccinated students who encounter a known exposure or who have COVID-19 symptoms should follow the CDC and CDC health care guidelines: [Respiratory Virus Guidance | Respiratory Illnesses | CDC](#)

## **EXPOSURE POLICY**

Anytime a student is exposed to any health hazard that might compromise or put them at risk (e.g., blood contamination, infectious diseases), a report must 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 course director and program director must also be contacted immediately.

All students with exposures MUST go to employee health/occupational health if this occurs at a clinical site or the emergency room after hours and follow their instructions. The CDC has published recommendations regarding bloodborne infectious diseases: HIV/AIDS, Hepatitis B, and Hepatitis C: [CDC - Bloodborne Infectious Diseases - Stop Sticks : Bloodborne Pathogens - NORA](#)

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

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

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

Send a copy of the Exposure Incident Report to the PA Program to [Erica.Galligan@marquette.edu](mailto:Erica.Galligan@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 the 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 \_\_\_\_\_

### **LATEX ALLERGY**

Latex products are ubiquitous 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 an evaluation is at the student's expense. Any student found to be latex allergic must determine whether to continue with clinical training, acknowledging the risk of becoming ill even if reasonable precautions are taken and accommodations are made.

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

**Full Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_ **Gender:** \_\_\_\_\_ **LATEX Allergy:** \_\_\_Yes/\_\_\_No

## **ACADEMIC PROGRESS POLICIES**

### **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 the guidelines below starts upon signing in. Students are expected to arrive at 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 crisis, 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 starts will be subject to the following disciplines across all three years of the PA program:
  - a. For the first offense, the student will receive a verbal warning and still take the exam/assessment.
  - b. For the second offense, the student will take the exam/assessment but receive a deduction of 10% on the earned grade.
  - c. For the 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 it within the period 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 it 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, flash drives, paper, snacks, water bottles, watches, or any device that can access the internet, etc.). Laptops may be turned on, but students 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. Students must secure a quiet, well-lit area with no background disruptions for virtual exams. Respondus MONITOR will be required.
2. Students must have a computer with a working microphone and webcam to take all exams.
3. Students must have the Respondus Lockdown Browser installed on their computer. It is up to the student to check to make sure the Lockdown Browser is properly functioning before coming to the exam. Please notify the course or faculty instructor if it is not functioning properly.
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 must 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 the exam, in the exam room or virtually.
6. Students may use the PA program-provided small whiteboard 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 on the day of the event and not use pre-templated note formats. Any "open note" exam will have the instructor outline what sources are allowed to support the exam. **AI apps** are not acceptable.
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 review questions answered incorrectly in the classroom. Finally, students should log out of D2L/Respondus MONITOR and quietly leave the testing room. Students must show the test proctor the “logged out” screen prior to exiting the room. Whiteboards 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 the exam. Any student found trying to access the exam after submitting it will be referred to the Progress and Promotion Committee for discipline.
11. All PHAS course exams are not to be accessed or copied at any time. Any exam availability should be reported to the Program Director 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 POLICY**

The Department of Physician Assistant Studies faculty aims to author valid examination questions that critically evaluate each student’s understanding of course content. Each faculty member develops examination questions, which are subsequently reviewed and updated yearly.

After every examination, a test item analysis is conducted on each question. The faculty reviews the analysis to determine its performance and accuracy. The analysis determines, among other things, the percentage of students that answered the question correctly. Individual faculty members may choose to discard or provide bonus credit for test questions before 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. Its purpose is to provide peer counseling to classmates who may not understand the correct answer to a question or a broader concept. Suppose a student disputes a posted correct answer, giving evidence as to why it is incorrect, and the SPRC agrees. In that case, 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 students' issues concerning exam questions and 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 question 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.

### **REMEDATION FOR PHYSICIAN ASSISTANT STUDIES STUDENTS** **PHAS and BISC COURSES POLICY**

**Definition:**

Within a course (PHAS or BISC courses), an instructor may use several evaluation tools (such as exams, OSCEs, paper cases, and reflection essays) to determine a course grade. Within this framework, students may perform below the required academic standards (70%) in specific content or task areas on these assessments. In such circumstances, specific content areas may require remediation to allow a student to demonstrate success in those 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 and task areas they may be struggling with. The program is committed to working with students on learning styles, test-taking strategies, and developing ways to enhance their learning when remediation is required.

**Process:**

Remediation will occur whenever a student achieves a grade of less than a "C" (70%) on any assessment. The student **MUST** contact the course instructor and inquire about remediation within 48 hours of release of the exam grade if a grade 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., the new D2L test or OSCE) or other assignments. Remediation requirements should be completed within 2-3 weeks from the initial faculty-student meeting or as directed by the course instructor.

All final exam remediations need to be discussed with the course faculty and approved by the Program Director. Final exam remediation(s) will be completed on the first Monday after finals week. Students will receive an incomplete grade ("I") until the remediation is successful. A student's start of the clinical year may be delayed until all remediations are completed.

In addition to completing the remediation requirements, the student may be asked to meet with the Director of Didactic Education or other faculty to evaluate the learning approach and determine how to achieve the academic standards that were not met. This may include discussing the initial study strategies, addressing mistakes made during the assessment, and creating plans to improve moving forward. The goal of the meeting is for the student to review their learning approach and receive academic coaching on how to best prepare and achieve competency on the remediation assessment.

Remediation of assessments **does not affect the exam grade, nor does it improve the semester grade.** Remediation is required to ensure that students demonstrate mastery of the course objectives and general content knowledge before advancing through the program. 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 can 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 with two clinical medicine courses (e.g., 7091 and 7092 or 7093 and 7094), three remediations (of initial exams) across both courses are allowed. However, no more than two remediations (of initial exams) 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 that the Progress and Promotion Committee may reach out to meet with students earlier than the threshold to provide an update on the academic guidelines and seek information from them.

##### **Failed Remediation:**

If a student fails the first remediation assignment (<70%), the grade earned will not change, they 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 number 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 whether 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 must meet with the Progress and Promotion Committee and be placed on College Academic Alert (CAA). See the 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 that 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 whether 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 in 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 competencies; this may include reviewing the video of student performance, standardized patient checklists, and/or student written work.
- B. Developing an individualized action plan to address 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. It 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. These are outlined in the course syllabus for each course. Suppose a student does not achieve the competency of an Instructional Objective on the assessment in the course. In that case, the student's grade will remain the same, and a second challenge opportunity will be offered so 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 course instructor decides the format of the second challenge. 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):**

- Students must pass any pending remediation according to the timeline set forth by the PA department. The course instructor will determine remediation content, format, and timeline. If the remediation is unsuccessful (70% or greater), the student will be dismissed immediately.
- Students 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.
- Students must pass all courses with a grade of C or better. This condition may also require a midterm grade of C or better.
- 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, the student is encouraged to discuss study strategies with the course director and/or academic advisor. Additional academic resources include the [Academic Resource Center // Marquette University](#).

**PROGRESS AND PROMOTION COMMITTEE****COMMITTEE FUNCTION & COMPOSITION**

1. To review the academic and professional progress of all physician assistant students at midterm, at the close of the semester, and on an ongoing basis.
2. To make RECOMMENDATIONS to the Program Director for:
  - A. Students with real or potential academic difficulty
  - B. Academic policy development or modification

- C. Students with professionalism behavior misconducts
  - D. Students who may not meet Technical Standards
3. The principal faculty representatives compose the committee. The Program Director serves as the Chairperson of the committee.

### **PROCEDURAL OPERATION OF THE COMMITTEE MEETINGS**

The Progress and Promotion Committee will meet regularly at the end of each semester: summer, fall, and spring. It may also 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 each term (summer, fall, spring). In addition, the student may receive no grade in any course less than a C. Note, "C-" is not acceptable. The PA program considers a grade below C to represent unsatisfactory academic progress. Unsatisfactory academic progress may result in academic probation with conditional promotion, student-initiated withdrawal from the program, or dismissal. Students earning a final grade of less than a C (including C-) in a BISC or PHAS course will be dismissed from the program. This may also lead to the 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 also 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. This is evaluated at departmental assessment meetings each semester. Please see the [Health Science Professional Bulletin](#).

HESP students currently hold undergraduate degrees.

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

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 each student's progress. The committee determines whether the student shall be promoted or conditionally promoted (as described in these policies) or 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 described in the PA Program and Clinical Handbooks. If a student does not meet the remediation requirements, s/he may be subject to dismissal with a College Academic Alert (CAA).

**ADVISING:** Physician Assistant Students are evaluated on their academic competencies and professional behaviors throughout the program. 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, including those who have received



their Bachelor's in Biomedical Sciences, will be reviewed and advised by Department of Physician Assistant Studies members.

Students are also evaluated for professional conduct (See the above section on the 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, and clinical year students are assigned an advisor who is one of the clinical year faculty.

**COUNSELING:** Directing a student to seek appropriate counseling is within the purview of the Progress and Promotion Committee (P&P Committee). In such cases, timely referrals will be made to the PA Program's Academic Counseling Subcommittee and identified PA faculty. While students should 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 can recommend that the student establish a collaborative plan with the faculty to complete selected course objectives and incomplete work. A letter from the program director or the Academic Counseling Subcommittee will notify students of this recommendation. This letter will remain a part of the student's permanent file.

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

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 8 am – 4:30 pm)  
<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>

Academic Resource Center: 414- 288-4252  
<https://www.marquette.edu/academic-resource-center/index.php/>

**WARNING LETTER:** A warning is a written letter to a student for non-acceptable academic or professional 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 or professional 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) or professional probation upon receipt of the warning letter.

**PROBATION:** The purpose of placing a student on probation is to formally notify the student that they have a serious academic or professional problem that 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. The P&P Committee may invoke probation for unsatisfactory academic progress or professional misconduct. A student who fails to maintain a term average GPA to the required level (2.80) may be 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. A student's progress 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 on two successive or three 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.
- Failure to meet MU PA health and immunization requirements or those of clinical placements.
- Failure to meet the Technical Standards of the MUPA Program

Dismissal for professional reasons will result in RWPI (Required to withdraw for Professional Integrity) on a student's transcript. Please see the [HESP Bulletin](#) for the process.

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 [the Health Sciences Professional Bulletin](#).

### **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 leave of absence due to medical reasons. In approved cases, students are offered opportunities to decelerate to the next cohort if the university medical committee provides and approves all medical and psychiatric clearances. 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, the request will be submitted through the University Medical Committee, and the Committee's process will follow. 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 a student's specific problems; however, it shall extend no longer than a calendar year. Typically, a student will be decelerated in the program at the end of their temporary withdrawal if the P&P Committee believes the purpose of that temporary withdrawal has been successfully achieved. In the didactic year, 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 prolonged leave. The entire PA program must be completed in

no more than 3 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 take a temporary withdrawal from the program may reenter at that level only with the concurrence of the P&P Committee and the Program Director, on a case-by-case basis, as approved by the ARC-PA. A formal letter to the Program Director petitioning to return to the PA program is required. The Dean of the College of Health Sciences must approve all deceleration decisions.

## STUDENT ENCOUNTER FORM

The Student Encounter Form documents various interactions between Physician Assistant faculty and individual students. A copy is placed in the student file.

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Faculty** \_\_\_\_\_ **Time** \_\_\_\_\_

**Mode of Contact:**

☐ Student called ☐ Faculty Called Student  
☐ Note Left in Faculty Mailbox/Email ☐ Note Left in Student Mailbox/Email  
☐ Student Made an Appointment ☐ Faculty Made an Appointment  
☐ Message Left on Program VM/Faculty VM: Date \_\_\_\_\_ Time \_\_\_\_\_

**Reason for Contact:**

☐ Routine Advisor Meeting ☐ Academics ☐ Student Emergency  
☐ Financial Problem ☐ Family Problem ☐ Health Problem

**Professional Issue:**

☐ Absenteeism ☐ Professional Conduct  
☐ Dress ☐ Late to Class  
☐ Late Assignment ☐ Missed Exam  
☐ Missed Lecture(s) ☐ Missed Seminar/Lab  
☐ Other \_\_\_\_\_

**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 \_\_\_\_\_

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☐ 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 the Progress & Promotion Committee and the student file.

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
Student declined \_\_\_\_\_

**ACADEMIC APPEALS POLICY**

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 receipt of the dismissal notification, students may appeal against the dismissal to the College of Health Sciences Dean. This may be done by letter or email and should be addressed to Dr. William Cullinan. At this time, the Dean, appointed designee, or panel will hear the appeal. The panel's recommendations are submitted back to the dean, who makes the final decision on the appeal.

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

<http://bulletin.marquette.edu/healthscienceprofessional/departments/physicianassistantstudies/>)

### **STUDENT REVIEW OF ACADEMIC RECORD**

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

### **STUDENT GRIEVANCES and MISTREATMENT**

Any student with a grievance other than responding 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. Students may also contact the Dean of the College of Health Sciences. Grievances and mistreatment policies and procedures can be accessed at the [Student Handbook of Marquette University](#) Office of Student Development.

### **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 could not have been realized. Students can find information at the [Student Handbook of Marquette University](#). Students may also report such incidents to the Program Director or Dean of the College of Health Sciences.

Students are encouraged to report sexual harassment or misconduct to the 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 the [Office of Title IX](#).



**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 Associates

WAPA:        Wisconsin Academy of Physician Assistants



SAAAPA: Student Association of the American Academy of Physician Associates (AAPA)

MUSA: Marquette University Student Association of American Academy of Physician Associates

### **THE AMERICAN ACADEMY OF PHYSICIAN ASSOCIATES**

The American Academy of Physician Assistants (AAPA) was established in April 1968 by the first graduating class of the Duke University PA Program. Since then, 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. In 2021, the American Academy of Physician Assistants officially was renamed the American Academy of Physician Associates.

The Academy has a federated structure with constituent chapters in almost every state and 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 create 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 and the legislative arena. Today, it is the organization most representative of the physician assistant profession at the national level.

The American Academy of Physician Associates  
2300 Mill Rd,  
Suite 1300  
Alexandria, VA 22314-1552  
703-836-2272  
[www.aapa.org](http://www.aapa.org)

### **STUDENT ASSOCIATION OF PHYSICIAN ASSOCIATES**

SAPA is the student organization within the American Academy of Physician Associates. Your SAPA membership provides access to all AAPA publications and conferences. An annual conference is held each spring, during 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 that are elected by the students at the annual meeting.

SAPA  
2300 Mill Rd,  
Suite 1300  
Alexandria, VA 22314-1552  
703-836-2272

### **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. It is 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 and provides services to its members, such as continuing medical educational opportunities, employment listings, health insurance, and a monthly newsletter.

WAPA  
N83 W 13410 Leon Rd  
Menomonee Falls, WI 53051  
[info@wapa.org](mailto:info@wapa.org)  
414-253-8188

### **MU STUDENT ASSOCIATION OF AMERICAN ACADEMY OF PHYSICIAN ASSOCIATES**

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

Constituent Chapter Representative(s):  
                    WAPA representative(s)  
                    Student Academy Representative (AAPA representative)  
                    Student Diversity representative(s)

Student-Faculty Representative  
College of Health Sciences Representative(s)

Committees: Orientation Committee  
Graduation Committee  
Social Committee  
Philanthropy and Outreach Committee  
Fundraising Committee  
Diversity Committee  
Special Events Committee  
PA Week Committee  
Health and Wellness Committee  
Celebration Committee  
Social Media/Historian Officer(s)

President:

The president works with the Faculty Advisor(s) and Program Leadership to plan the dates/agendas for monthly MUSA meetings. The President is responsible for organizing committees and works with each officer and committee chair(s) to ensure they are fulfilling their job responsibilities and to assist as needed. The President attends any meetings necessary to run this office, and acts as a liaison between the Administration, Faculty, and Students. The President develops and executes a transition plan for successive leadership and elections for incoming class. The President performs such other duties as prescribed by the AAPA Student Academy Board of Directors.

Vice President:

The Vice President's role is to be an assistant to the class President. The Vice President (VP) will help organize meetings, ensuring efficacy and efficiency. The VP's role is to assist with variable tasks assigned by the President. The position is to be an aid in communication between the faculty and the class, aiding the President when needed. The VP is responsible for creating monthly meeting PowerPoint slides and distributing the slides to committee chairs. The VP attends any meetings necessary to run this office, and performs such other duties as prescribed by the AAPA Student Academy Board of Directors. If the President is unable to fulfil their duties, the Vice President will assume the role of the President.

Secretary:

The role of the Secretary is to take formal minutes from MUSA meetings and post them to the MUSA Executive Board Microsoft OneDrive, in addition to distributing a copy to student members, Program Leadership, and Faculty Advisor(s) for reference. The Secretary assists the President and VP with projects and maintains the exam board schedule in the student common room. The Secretary attends all meetings necessary to run this office, and performs such other duties as prescribed by the AAPA Student Academy Board of Directors.

#### Treasurer:

The role of the Treasurer is to work with the Program Leadership and Administrative Assistant to keep a record of MUSA finances and understand fundraising goals for the class. The Treasurer maintains a spreadsheet to monitor budget for the AAPA representative and WAPA representative(s) to assist in attending the annual conferences, White Coat ceremony, and graduation fees. The Treasurer works with the Fundraising Committee to ensure funds are allocated accordingly. The Treasurer works with the Program Administrative Assistant assigned to maintain financial records and submit any payments required by other committees to the recipient. The Treasurer attends any meetings necessary to run this office, and performs such other duties as prescribed by the AAPA Student Academy Board of Directors.

#### WAPA Representatives:

The Constituent Chapter Representatives, named WAPA Representatives, are two elected positions that represent the program on the voting board of the Wisconsin Academy of PAs (WAPA). The WAPA representatives shall attend (virtually or in-person) 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. WAPA updates will be communicated to MUSA during the monthly MUSA meetings. WAPA representatives will participate in writing articles that will be posted on the WAPA website and social media sites updating WAPA constituents on events and news within Marquette PA program. The WAPA representatives will be provided with a stipend to attend the annual conference to assist with lodging and travel expenses. WAPA representatives will mentor the new incoming class on the importance of professional involvement and membership within the national and state chapters for the promotion of the profession.

#### Student Academy Representative/SAR (AAPA Representative):

The Student Academy Representative (AAPA Representative) is an elected position recognized nationally who acts as the liaison between the Student Academy of AAPA and MUSA student society. The AAPA Representative's primary responsibility is to share AAPA opportunities, resources, and information from their regional director with their class. The Student Academy of AAPA is led by the Student Board of Directors and includes the Assembly of Representatives (AOR), which is comprised of Student Academy Representatives (SARs) from each recognized PA program's Student Society. The AAPA Representative is responsible for registering the student organization with AAPA. The AAPA Representative will be responsible for monitoring emails from the regional directors and attending quarterly SAR Regional meetings. The AAPA representative attends the AAPA National conference in May of each year. (<https://www.aapa.org/governance/student-academy/assembly-of-representatives-aor/>). Information and decisions discussed during the meetings are shared with the student body informing them of national AAPA news and updates. The representative is responsible for monitoring the student academy website for announcements, leadership opportunities, and available resources of interest to fellow students. (<https://www.aapa.org/governance/student-academy/>). The representative will mentor

the new incoming class on the importance of professional involvement and membership withing the national and state chapters for the promotion of the profession.

The Program will fund the AAPA representative's attendance at the national conference. Flights and lodging MUST be reserved before Feb. 1 and approved by the Program Leadership each year for the student holding the position.

#### House of Delegates (HOD) Representative:

The HOD is AAPA's policy maker body that defines the bylaws, policies, and procedures of AAPA. (Information on AAPA HOD can be found: <https://www.aapa.org/governance/house-of-delegates/>). Students have input on AAPA policy by way of their votes during the HOD Meeting. The student delegation is elected by the SAPA Student Board of Directors. Students interested in becoming a part of the HOD Student Delegation can apply in the Spring (multiple students from the same PA program can apply). Once elected, student delegates are led by the chief delegate and will represent the collective interests of all AAPA student members. There are additional opportunities in the HOD for students including Reference Committee student member positions.

Responsibilities of the Student HOD delegate include:

- Become informed of the issues that will be discussed and debated during the HOD meeting. Regularly discuss these issues with others from your student society. Represent the student voice and inform regarding the profession.
- Familiarize self with parliamentary procedures used during House proceedings.
- Regularly check emails about essential information leading up to the conference.
- Distribute information regarding meeting outcomes to student society.

<https://www.aapa.org/governance/student-academy/house-of-delegates-student-delegation/>

To apply to become a HOD representative, students must submit their application to AAPA in May the year prior to their service (PA1B students can be illegible for application for service the following year, PA2 clinical year). Flights and lodging MUST be reserved before Feb. 1 and approved by the Program Leadership each year by the student holding the position. The AAPA representative will provide updates to the MUSA when applications open.

#### Student Diversity Representative(s):

The role of the Student Diversity Representative(s) is to address issues of diversity in a way that will benefit others in the class, including partnering with other MUSA committees. The Student Diversity Representative(s) serves as the liaison between the Student Academy of AAPA and the student society regarding diversity issues affecting their classmates as future colleagues and health care providers. The diversity chair will also share relevant information from the Director of Diversity & Outreach on the Student Board regarding AAPA resources and opportunities. The diversity chair should also make classmates aware of any campus/university events held by relevant student

organizations. The Student Diversity Representative(s) are responsible for curating resources, activities, discussions, community outreach projects, and ideas for the MUPA Program to use to educate the student body. Examples of this may include inviting lunch-time speakers to educate the student body on diversity regarding medical care and creating and distributing a monthly newsletter for student education. The Student Diversity Representative(s) can also arrange activities such as social events to experience different food, heritage, and culture. The Diversity Committee is responsible for planning and executing the MUPA Diversity Conference.

#### Student-Faculty Representative:

The Student-Faculty Representative is a student who acts as the class liaison to communicate concerns to the program leadership and faculty about class matters such as scheduling conflicts or concerns, building concerns, technology concerns, etc. The student-faculty representative is responsible for maintaining the Teams meeting platform in every lecture necessary to accommodate virtual learners. The representative is also responsible for making any announcement a faculty member might have for the class, when needed. The position requires leadership as the Student Faculty Representative is frequently called upon by faculty and program leadership to help carry out messaging or set the tone for academic professionalism that fosters growth of the greater MUSA class.

#### College of Health Sciences Representatives:

The College of Health Sciences Representatives assist the Director of Admissions with open houses and PA information sessions to mentor pre-PA student applicants. The CHS representatives educate and support pre-PA students within the College of Health Sciences by being a resource for contact and answering questions. Representatives are required to attend CHS open houses, MU PA information sessions, and other recruiting events to assist the program with providing student guidance and advice for applicants.

#### **Committees and Volunteer Representatives:**

##### Orientation Co-Chairs and Committee:

The Orientation Committee is responsible for organizing the first year MU PA students (PA-I) orientation. In addition to planning orientation schedule and events, the committee is responsible for completing and circulating the “Buddy List,” which consists of mentorship pairings of PA-IIs with PA-Is students. The Orientation co-chairs should work with Program Specialist for communicating and contacting PA-I students throughout the spring about orientation, questions, etc. The co-chairs and committee should work with the program administration to schedule and arrange food and beverages for the orientation event. The committee’s responsibilities include but are not limited to:

- Design the agenda for orientation including social and educational events and activities
- Provide a PowerPoint presentation for the incoming class
- Contact PA faculty and BISC professors for introductions to the PA-I Students
- Plan tours and information sessions

#### Graduation Co-Chairs and Committee:

The Graduation co-chairs and committee works with Program Leadership and the Administrative Assistant to plan the reception for graduates, their families, and program faculty that is held following the actual graduation ceremony at a site chosen by the Program Leadership, Administrative Assistant, and Graduation Committee. The committee will help book a reception hall and work with the host to plan the details. Planning generally starts in December-January of the first year.

#### Special Events Co-Chairs and Committee:

The Special Event co-chairs work with faculty to set up smaller committees that plan the events, which include choosing the venue, caterers, invitations, and entertainment for the evening. In addition, the committee will work to organize the White Coat Ceremony, and other community events.

#### Social Co-Chairs and Committee:

The Social co-chairs and committee are responsible for planning casual social events for the class. Examples of events include but are not limited to potlucks, Brewer games, and an ugly sweater Christmas party. This committee collaborates with other committees to help plan events, for example working with the Orientation committee to plan the welcome picnic of the incoming PA-Is.

#### Social Media Chair/Historian Officer(s):

The Social Media co-chair(s)/ Historian Officer(s) is responsible for taking pictures and organizing mementos of activities throughout the didactic year. This also includes assisting in making PowerPoint presentations for graduation. The officers also assist in posting activities, fliers, and pictures on social media platforms such as Facebook and Instagram; and providing pictures for the WAPA website and Marquette University College of Health Sciences.

Further, the officers are encouraged to educate student society members on historical PA issues. This position serves as a liaison to coordinate activities between their student society and the Society for the Preservation of PA History. <https://pahx.org/>

#### Philanthropy and Outreach Co-Chairs Committee:

The Philanthropy and Outreach Committee is responsible for creating experiences to encourage a partnership between the Marquette PA students and the greater Milwaukee community. The Executive Board, in consultation with the Program Leadership, will identify the service requirement for all members of MUSA at the beginning of the program. It is expected that all MUSA members will participate in outreach and perform service as part of realizing the MUPA mission. Special exceptions can only be granted by the MUSA Board of Directors, in consultation with the Program Leadership. Annually, the Philanthropy committee hosts one blood drive a semester and encourages both undergraduate and peer participation. Additionally, Marquette PA students are required to take blood pressures monthly for parishioners at Gesu Church after mass. The Philanthropy Committee is also responsible for continuing the tradition

of gift donation for a family in need around the winter holidays through Journey House. With respect to student outreach in the education system in Milwaukee, the Philanthropy Committee should continue to seek opportunities for Marquette students to educate young individuals on the PA profession. The Chairs take the initiative to find places to volunteer at and organize dates and times. Committee members find different opportunities to help support a cause and then present ideas to the class to encourage student involvement. The Philanthropy and Outreach Committee will also organize assistance with the Marquette University Pre-PA Association to foster community and awareness about the profession with undergraduate Pre-PA students. The committee designee will track volunteer hours for the student cohort and provide documentation to the program.

#### Fundraising Co-Chairs and Committee:

The Fundraising Co-Chairs and committee organize events to fund raise money to support the Student Academy and events sponsored by the Student Academy. Goal setting is conducted at the beginning of each term with the MUSA Board of Directors and Faculty Liaison(s). Fundraising ideas include but are not limited to Patagonia sales, apparel sales, mug sales, coffee sales, etc. Fundraising Chairs should note if any Marquette logo is to be used on apparel or items for sale, the university works in partnership with a specific vendor. All logos, activities, and sale ideas must be approved by the Faculty Advisor(s) or Program Leadership. Any fundraisers targeting alumni or instructional faculty must be sent via the Faculty Advisor(s) or program administration. The fundraising committee is responsible for continuing the tradition of a class gift to a recipient of the class's choice. The fundraising committee is also responsible for collecting funds to assist in the travel cost for the AAPA representative and WAPA representatives to attend their respective annual conference.

#### PA-Week Chair and Committee:

The PA-Week Chair and committee plans activities for the program in recognition of PA Week. The Chair and committee work closely with the program administrators and faculty advisor(s) in planning and approval of activities. Examples of PA Week activities include but are not limited to class fundraisers in collaboration with the Fundraising committee, designing the PA Week t-shirt, undergraduate mock interviews, class lunch, and organizing the class photo. The chair will work as a liaison educating the student body on AAPA events celebrating PA week. <https://www.aapa.org/pas-go-beyond/pa-week/>

#### Health and Wellness Co-Chairs and Committee:

The Health and Wellness co-chairs and committee are responsible for planning activities for the class that promote physical health, mental health, and wellness. Ideas for this committee include but are not limited to short hiking trips, yoga classes, spin classes, cooking with students, and meditation sessions. This committee is also responsible for the formation of any intramural teams and the upkeep of the "MarquettePAcookbook" Instagram account. If the committee wishes to utilize building space, this must be approved by the faculty.



#### Celebration Committee:

The Celebration Committee is responsible for supporting class morale and spirit by celebrating class and personal events for members of the class cohort. The committee celebrates student birthdays by providing the students with a small snack, well-wishing, or small celebration on their birthday. An annual "Birthday Day Celebration" is an option to help with class comradery and celebrate everyone's birthday together. The Celebration committee celebrates students who support education in the classroom and class comradery by presenting the "Golden Stethoscope Award", and/ or Class Shout Outs during MUSA monthly meetings. The Celebration committee is also responsible for organizing and celebrating with the class the students who graduate in May from MU Undergraduate program. Other awards or recognition can be adopted by this committee to encourage teamwork amongst the class and celebration of events and/or milestones.

## **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 Wisconsin's healthcare consumers, 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. In 2006, the trustees added the promotion of service and leadership as fundamental components of the Foundation's purpose. The scholarships were renamed 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. The 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 fewer 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 a \$1000 award 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 to serve others and use 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 a \$1000 award to celebrate his 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 as 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.

### **NATIONAL SCHOLARSHIPS/GRANTS**

**THE PHYSICIAN ASSISTANT FOUNDATION (PAF)** is the charitable arm of the American Academy of Physician Assistants. The PAF provides funding for physician assistant student scholarships and develops and supports the research agenda of the PA profession. The PA Foundation distributes scholarships in \$2,000 denominations. Contact the foundation at (703) 519-5686 for further information.

**THE NATIONAL HEALTH SERVICE CORPS SCHOLARSHIP PROGRAM** provides payment of tuition and fees, payment toward books, supplies, and equipment, and a 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:**

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

### **DR. KRISHNA S. NENI SCHOLARSHIP:**

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 the 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](mailto:cassie.weisensel@wisconsin.gov) or [heabmail@wisconsin.gov](mailto:heabmail@wisconsin.gov)

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