



PHYSICIAN ASSISTANT PROGRAM

Student Handbook

***Pre Professional Phase
6 year track***

Revised: August, 2016

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**SPRINGFIELD COLLEGE
PHYSICIAN ASSISTANT PROGRAM**

INTRODUCTION

The Physician Assistant Program Student Handbook contains information on the policies, procedures, regulations, requirements, and standards required for successful completion of the Springfield College Physician Assistant Program. It is a supplement to the Springfield College Student Handbook and the Undergraduate and Graduate Catalogs.

The physician assistant program reserves the right to make changes in the rules and regulations of the program, its academic calendar, admission policies, procedures and standards, degree requirements, and standards necessary for successful completion of the program in its sole discretion. Additionally, change may include, but is not limited to changes in course content, scheduling of courses offered, and canceling of scheduled classes and/or other program related activities.

The College reserves the right to make changes in admission requirements, fees, charges, tuition, instructors, policies, procedures or standards, regulations, and academic programs offered in its sole discretion. Additionally, the College has the right to divide, cancel, or reschedule classes or programs if enrollment or other factors require such action.

Welcome to the Springfield College Physician Assistant Program (SC). This program provides a strenuous but rewarding educational experience. Faculty and staff of the Program will work with you to help you attain the goal of certification to attempt to become a physician assistant. The Springfield College Physician Assistant Program is accredited by The Accreditation Review Commission of Education for the Physician Assistant (ARC-PA).

*The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **Springfield College Physician Assistant Program sponsored by Springfield College. Accreditation-Continued** is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.*

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remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards.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

I. MISSION, GOALS and OBJECTIVES

The mission of the SC Physician Assistant Program is to educate students in spirit, mind, and body for leadership in clinical, community, and academic service to humanity by building upon its foundations of humanics and academic excellence.

Goal 1: Professionalism

Provide educational experiences, which help to instill and promote the development of professional values, ethical behaviors and leadership to humanity that, are expected of physician assistants.

Objectives

- Students will exhibit an understanding of diverse populations, medical ethics, patient confidentiality, professional values and responsibilities. (PAST 540)
- To pursue observational experience in a clinical setting under the supervision of a physician assistant. (PAST 522/532)
- Continue to apply critical thinking skills and principles of medical ethics in all aspects of clinical and professional tasks and behaviors. (PAST 640/650/660)
- Demonstrate professional behavior. (PAST 640/650/660)
- Discuss, via professional presentation, a medical case that the student has seen during one of their clinical clerkships this semester. (PAST 640/650/660)

Outcomes:

Our students excel in the areas of professionalism, ethical behavior and service to humanity. The college sponsors a campus wide humanics in action day that many of our students attend. The PA student organization (PASO) runs a bone marrow drive and organizes a 5K-road race to support a community charity.

Every semester each student completes a professionalism self-assessment, which is reviewed with his or her advisor and documented in his or her student file. Any deficiencies identified by either the student or faculty member are discussed and a plan for remediation are developed.

Clinical students of our program have consistently and successfully demonstrated excellence in the areas of professionalism and ethical behavior as reported by our clinical preceptors. Based on clinical preceptor surveys and student evaluations our students score:

Cultural Competence 4.40/5

Conduct Demeanor 4.73/5

Dependability and Responsibility 4.78/5

Professional Relationships 4.75/5

Goal 2: Evidence Based Practice

Educate students as to the importance of continued evidence based practice thru understanding, evaluating and utilizing medical literature for life-long learning.

Objectives

- Discriminate between high and low quality articles in the health care literature (RSCH 610/612/ PAST 626)
- Interpret the literature for application in their field (RSCH 610/612/ PAST 626)
- Understand the elements and components of research and research reports (RSCH 610/612/ PAST 626)
- Detect the various sources of bias in health care related articles and materials (RSCH 610/612/ PAST 626)
- Describe the phases of clinical research for drugs and investigational devices (RSCH 610/612/ PAST 626)
- Demonstrate the ability to discuss articles using research terminology (RSCH 610/612/ PAST 626)

Outcomes:

Each of our students undergoes curriculum wide training in evidence based practice. Their education starts with a foundation/methods research and statistics courses. The students conduct literature reviews, and use their training to demonstrate the ability to collect, analyze and draw conclusions from the medical literature. The capstone project is a best practices paper and poster based upon their literature review, which may be presented at a professional conference. Throughout the entire curriculum, evidence based assignments are used to reinforce the students learning.

Goal 3: Interprofessional/ Disciplinary Education

Provide educational experiences, which support the practice of patient centered care, by preparing our students to work effectively in interprofessional health care teams.

Objectives

- Develop ability to express opinions and professional judgments to team members (PAST 544)
- Listen respectfully to other team members and participate both as a team leader and member. (PAST 544)
- Understand and respect the roles, responsibilities and expertise of all participants (PAST 544)
- Engage with other health professionals in collaborative patient-centered problem solving (PAST 544)
- Understand your own and others' stereotypical views of different health professions and professionals. (PAST 544)

Outcomes

All students attend and participate in the school wide Interprofessional Case Conference. The students then write a reflection paper based on their experience.

Based on clinical preceptor surveys and student evaluations our students score:

*Communication with preceptor, clinical staff and other team members 4.5/5
Patient-centered care 4.4/5*

Goal 4: Medical Knowledge and Patient Care

Educating physician assistants who have the clinical skills necessary to provide high quality medical care in a variety of clinical setting.

Objectives

- Perform the appropriate history and physical exam throughout the life span. (PAST 512/522/532)
- Counsel and educate patients on preventative care, chronic and acute disease processes. (PAST 512/522/532)
- Discuss the anatomy and physiology each disease process. (PAST 515/525)
- Discuss the appropriate utilization of pharmacotherapeutics in acute and chronic conditions. (PAST 523/533)
- Discuss mental health disorders, diagnosis, treatment and appropriate referral. (PAST513)
- Perform various clinical skills used commonly in clinical practice. (PAST 521/531)
- Discuss the epidemiology, etiology, pathophysiology, risk factors, signs/symptoms, differential diagnosis, physical findings, diagnostics, and treatment plans for various disease states. (PAST 524/534/544)
- Identify and interpret the appropriate diagnostics and laboratory medicine for each disease. (PAST 524/534/544)
- Integrate the knowledge base and skills learned during didactic year to enhance and further learning during clinical experiences to provide the best patient care to diverse populations. (PAST 640/650/660)

Outcomes

Springfield College PA students excel at medical knowledge and patient care goals as evidenced by our 100% Pass Rate for the first time test takers, for the past 9 years.

Our students consistently score above average on the PANCE tasks areas when compared to the national mean.

Average patient-care scores on the PANCE for the most recent graduating class compared to national averages.

	<i>Springfield College PANCE</i>	<i>National PANCE</i>
<i>Applying Scientific Concepts</i>	<i>77%</i>	<i>75%</i>
<i>Clinical Intervention</i>	<i>80%</i>	<i>74%</i>
<i>Formulating Most likely diagnosis</i>	<i>76%</i>	<i>78%</i>
<i>Health Maintenance</i>	<i>76%</i>	<i>73%</i>
<i>History and Physical Exam</i>	<i>78%</i>	<i>79%</i>
<i>Pharmaceutical Therapeutics</i>	<i>77%</i>	<i>74%</i>
<i>Lab and Diagnostics Studies</i>	<i>79%</i>	<i>75%</i>

II. GENERAL ADMINISTRATIVE POLICIES

1. Students must provide a local address, email, and telephone number to the physician assistant program office each year. Changes in address or telephone number should be given to the program administrative assistant and updated when necessary.
2. Each student is required to purchase malpractice insurance each year that (s)he is enrolled in the professional phase of the program. The insurance is linked to tuition payment. Therefore, non-payment of tuition will result in lack of malpractice insurance, which will prevent students from engaging in history taking and physician examination exercises with classmates and patient encounters in the didactic year, or clinical rotations.
3. Students are expected to secure their own transportation (reliable car) to clinical sites. This is a requirement of the professional phase.
4. Physician assistant students are expected to follow all rules and regulations, policies and procedures outlined in the Springfield College Undergraduate Catalog, the Springfield College Student Handbook, Physician Assistant Program Student Handbook, and the Springfield College Graduate Catalog.
5. Students are not required to perform administrative or clerical duties for the program or while on clinical rotation. A clinical student will not be used in substitution for a regular clinical or administrative staff member.
6. Some of the clinical rotation experiences in the clinical year may require travel to sites outside the Springfield area. Students are responsible for all costs associated with these clinical rotations, including travel, parking, and living expenses. Students are also responsible for the costs associated with uniforms and diagnostic equipment.
7. Because of the intensity of the professional phase of the program, students are strongly discouraged from attempting to work. Students should bear in mind that any work undertaken outside the program is not covered by the student malpractice insurance required during the professional phase of the program. Course work and clinical experiences will not be arranged to accommodate any outside work.

III. ACADEMIC STANDARDS AND POLICIES

Preprofessional Phase

Students must receive a grade of at least “**C+**” (**2.3**) in all program prerequisite courses (see list below). Students who receive a grade of less than “C+” in a program prerequisite course, must repeat the course to improve their grade and will be put on probation. A student may repeat a course only once. Failure to achieve a grade of “C+” or better on the second attempt will result in dismissal from the program. Because of course scheduling, the need to repeat a course may result in deceleration in the program. **No more than 8 credits** can be transferred in **OR** repeated for the program prerequisite courses.

Previously 5 year track handbook

Students in the pre-professional phase must maintain a GPA of 3.0 or better in the program prerequisite courses. At the end of each semester the Promotions Committee will review your grades. Failure to achieve a 3.0 minimum GPA (career/prerequisite) or a minimum of a C+ in any program prerequisite will result in a program probation. A registered letter will be sent to you to notify you of our status. You will be on probation until the aforementioned requirements are achieved, this must be done before the start of the professional phase (January of your Senior year) or you will be dismissed from the PA program.

If during the Fall of your senior year you are placed on probation, you will not be allowed to enter the professional phase of the program in the Spring of that year. You will have 12 months to repeat this course. If you successfully repeat this course than you may enter the professional phase of the subsequent year. If you fail to complete this than you will be dismissed from the program.

Because of the strenuousness of the professional phase of the program, pre-professional prerequisite courses and all college requirements (Gen Eds) must be successfully completed prior to matriculation into the professional phase of the program. Freshmen are strongly advised to meet with their advisors to carefully plan their academic schedules to meet the ACR requirement. Students who meet all of the above criteria in addition to other requirements listed in the Student Handbook will be allowed to matriculate into the professional phase of the program.

Transfer credits for pre-professional program prerequisite courses are allowed with prior approval from the student's academic advisor and the department chair. **A maximum of 8 transfer/repeated credits is allowed for substitution of program required pre-requisite courses. Transfer/repeat of anymore than 8 credits will result in dismissal from the program.**

Program Prerequisite courses

General Biology I with Lab
General Biology II with Lab
General Chemistry I with Lab
General Chemistry II with Lab
Pre-Calculus or higher level math
Anatomy and Physiology I with Lab
Anatomy and Physiology II with Lab
Biochemistry
Microbiology
Organic Chemistry I with Lab
Statistics

A. Student Performance Review

A review of students enrolled in the program will be conducted by the Program Promotions Committee at least once a semester after the posting of the grades by the Registrar. All program faculty are members of the Committee. The Committee's recommendations will be reported to the program director. Students who are being dismissed from the program for

academic or other causes will receive notification from the program director. Dismissal from the PA program is not dismissal from the college.

If a student feels the dismissal did not follow the protocols delineated in the document and they were treated unfairly they have a right to petition the Dean of HSRS to review their dismissal process. The petition process is outlined in the Springfield College Student Handbook

At the end of the fall semester of a student's Senior year, students need to have at least an overall GPA of 3.0, at least a GPA of 3.0 in all program pre-requisites, and a minimum grade of C+ in all program pre-requisite courses. Failure to achieve this will result in dismissal from the physician assistant program with no option for probation, deceleration, or appeal is available.

B. Grading System

Unless otherwise stipulated by the individual course syllabus, the grading system followed by the physician assistant program for program preprofessional courses is as follows:

Pre-professional

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

↑ Satisfactory Performance ↑



↓ Unsatisfactory Performance ↓

C	2.0
C-	1.7
D	1.0
F	0

C. Preprofessional Phase:

Program Preprofessional Courses

Year 1 - Fall			
DEPT	COURSE #	COURSE NAME	S.H.
BIOL	121	Bioscience I	3
BIOL	123	Bioscience Lab I	1
CHEM	121	General Chemistry I	3
CHEM	123	General Chemistry Lab I	1
ENGL	113	College Writing I	3
EMSM	115	Emergency Medical Technician-Part I(Basic)	4
EMSM	114	CPR Class	0.5
PAST	101	PA Seminar I	1
Fall Total			16.5

Year 1 – Spring

BIOL	122	Bioscience II	3
BIOL	124	Bioscience Lab II	1
CHEM	122	General Chemistry II	3
CHEM	124	General Chemistry Lab II	1
ENGL	114	College Writing II	3
EMSM	116	Emergency Medical Technician-Part II	4
PEAC	XXX	PE Elective/Outdoor Pursuits	1
Spring Total			16
Fall & Spring Total			32.5

Year 2 – Fall

DEPT	COURSE #	COURSE NAME	S.H.
BIOL	250	Human Anatomy & Physiology I	3
BOL	252	Human Anatomy & Physiology Lab I	1
CHEM	221	Organic Chemistry I	3
CHEM	223	Organic Chemistry Lab I	1
MATH	125	Pre-Calculus I	3
HLTH	100	Wellness	3
PAST	102	PA Seminar II	1
PEAC	XXX	PEAC Elective	1
Fall Total			16

Year 2 - Spring

BIOL	251	Human Anatomy & Physiology II	3
BIOL	253	Human Anatomy & Physiology Lab II	1
CHEM	222	Organic Chemistry II	3
CHEM	224	Organic Chemistry Lab II	1
GenEd	XXX	General Educational Course(s)	6
PEAC	XXX	PEAC Elective	1
Spring Total			15
Fall & Spring Total			31

Year 3 – Fall

DEPT	COURSE#	COURSE NAME	S.H.
BIOL	331	Biochemistry	3
XXXX	XXX	Upper Level Science Course	3
XXXX	XXX	Upper Level Science Course – Lab	1
GenED	XXX	General Education Course(s)	9
PAST	221	PA Seminar III***	1
Fall Total			17

Year 3 – Spring

BIOL	214	Medical Microbiology	3
GenEd	XXX	General Education Course(s)	9
XXXX	XXX	Upper Level Science Course	3
XXXX	XXX	Upper Level Science Course Lab	1
Spring Total			16
Fall & Spring Total			33

Year 4 – Fall

HSRS/PSYC/MATH	325/211 / 215	Statistics	3
GenEd	XXX	General Education Course(s)	9
XXXX	XXX	Upper Level Science Course	3
XXXX	XXX	Upper Level Science Course Lab	1
PAST	222	PA Seminar IV***	1
Fall Total			17

Maximum Total Credits through Year 4 – Fall 113.5

***You need a minimum of 40 general education credits to graduate. The general education credits are dependent on course selection and may vary.**

****You must include enough elective credits by December of your 4th year to total 112 credits. BIOL 276, PAST 515, and PAST 540 (which you will take in the Spring) will be added to those 112 credits to total the 120 credits needed to complete your Bachelor's degree. (RSCH 610, 620 and 626 – also taken in the Spring – will be recorded on your graduate transcript and can NOT be included as part of your 120 undergraduate credits).**

***** Seminar III & IV must be taken in the Fall semester as outlined above. These courses cannot be waived and must be taken sequentially.**

***Must take three upper level science courses from the list below:**

DEPT	COURSE#	COURSE NAME	S.H.	
PHYS	210	Physics I	3	Fall
PHYS	212	Physics I Lab	1	Fall
PHYS	211	Physics II	3	Spring
PHYS	213	Physics II Lab	1	Spring
BIOL	310	Evolution	3	Fall/Spring
BIOL	316	Virology/Immunology	3	Fall/Spring
BIOL	420	Cellular Physiology	3	Spring
BIOL	421L	Cellular Physiology Lab	1	Spring
BIOL	241	Developmental Biology	3	Fall
BIOL	311	Human Histology	3	
BIOL	312	Human Histology Lab	1	

BIOL	408	Research Methods in Cell Biology	3	Fall
BIOL	409	Research Methods in Cell Biology Lab	1	Fall
Chem	321	Organic Reactions and Mechanisms	3	Spring
NUSC	261	Introduction to Nutrition	3	
NUSC	250	Nutritional Assessment	3	
NUSC	300	Advanced Nutrition & Metabolism	3	
NUSC	361	Applied Nutrition	3	

See Professional Phase Handbook for Master's Professional Phase Courses

D. Leave of Absence in the Program

Under extraordinary circumstances students may be allowed additional time to complete the program. This request must be made in writing to the program director who has the sole discretion to grant or deny such a request. **Leave of Absence is only granted to students in good standing.**

In order to be considered for Leave of Absence, the following conditions must exist:

1. Minimum GPA of 3.0, cumulative and program prerequisite courses, in the pre professional phase of the program.
2. A grade of at least "C+" in all pre professional program core courses
3. Appropriate number of All-College-Requirements and program core requirements completed to date.
4. Demonstrated behavior, attitude, and ethics consistent with professional demeanor expected of a physician assistant student as determined in the sole discretion of the Program Director.

E. Learning Disabilities

Several different teaching methods may be used in program courses. Regardless of the method(s) used, it is the student's responsibility to learn the material. Anyone with a documented learning disability, recognized by the college, who wishes accommodations, should identify him or herself to the Office of Student Services within the first week of classes to see whether reasonable accommodations are appropriate and/or available.

F. Credit Transfer

Students transferring undergraduate credits from other institutions during the preprofessional phase of the program must consult with their advisor and the Registrar's Office to establish individual course requirements to determine whether exemptions and substitutions

for non-PA courses will be granted. All transfer students must complete one full time academic year at SC to be admitted into the professional phase of the program. A maximum of 8 credits of pre-professional science/math may be transferred/repeated.

Students will not be excused from any course in the professional phase of the program. All courses must be taken at Springfield College. No course substitutions will be allowed.

G. Harassment Policy

See College student handbook for Harassment policy. The program will defer to the college policy when dealing with cases of harassment.

IV. MINIMUM TECHNICAL STANDARDS FOR ADMISSION, CONTINUATION, AND GRADUATION

In addition to the academic standards described above, students will be expected to meet the following minimum technical standards in order to successfully complete the program. Technical standards define the attributes that are considered necessary for students to possess in order to complete their education and training, and subsequently enter clinical practice. These standards are prerequisites for entrance, continuation, and graduation from the Springfield College Physician Assistant Program.

Students must possess aptitude, ability, and skills in five areas: 1) observation, 2) communication, 3) sensory and motor coordination and function, 4) conceptualization, integration, and quantitation, and 5) behavioral and social attributes. The functions described below are critically important to the student and must be autonomously performed by the student. It should be understood that these are standards for minimum competence in the program.

1. OBSERVATION

Students must be able to observe demonstrations and conduct experiments in the basic sciences including, but not limited to, chemical, biological, anatomic and physiologic sciences, microbiologic studies, and microscopic studies of microorganisms. Students must be able to observe intracellular details through a microscope, observe demonstrations in the classroom including films, projected overheads and slides or other forms of visual presentation.

Students must be able to accurately observe a patient near and at a distance, noting nonverbal, as well as verbal signs. Specific vision related criteria include, but are not limited to, detecting and identifying changes in color of fluids, skin, culture media, visualizing and discriminating findings on x-rays and other imaging tests, and reading written and illustrated materials. Students must be able to observe and differentiate changes in body movement, observe anatomic structures, discriminate among numbers and patterns associated with diagnostic tests such as electrocardiograms and electroencephalograms, and competently use diagnostic instruments such as otoscope, ophthalmoscope, and microscope.

2. COMMUNICATION

Students must be able to effectively relate to patients, conveying a sense of compassion and empathy. They must be able to clearly communicate with patients in order to elicit information, accurately describe changes in mood, activity and posture of patients, and understand verbal as well as nonverbal communication.

Communication includes not only speech, but reading and writing. Physician assistant education presents exceptional challenges in the volume and breadth of required reading in order to master the subject area and to impart information to others. Students must be able to communicate quickly, effectively and efficiently in oral and written English in the classroom and later, with all members of the health care team. Specific requirements include, but are not limited to the following: rapidly and clearly communicating with the medical team on rounds or elsewhere, eliciting an accurate history and physical exam from patients, and communicating complex findings in appropriate terms to patients and to various members of the health care team. Students must learn to recognize and promptly respond to emotional communications such as sadness and agitation.

Students must be able to read and write efficiently, accurately, and legibly record observations and plans in legal documents such as the patient record. Students must be able to prepare and communicate concise but complete summaries of individual encounters and complex, prolonged encounters, including hospitalizations. Students must be able to complete forms according to directions in a complete and timely fashion.

3. SENSORY AND MOTOR COORDINATION OR FUNCTION

Students must possess sufficient sensory and motor function to perform physical examinations using palpation, auscultation, percussion and other diagnostic maneuvers. This requires sufficient exteroceptive sense (visual and auditory, touch, pain, and temperature), proprioceptive sense (position, pressure, movement, stereognosis, and vibration), and motor function.

Students must be able to evaluate various components of the spoken voice such as pitch, intensity, and timbre. They must also be able to accurately differentiate percussive notes, auscultatory findings, including but not limited to, heart, lung, and abdominal sounds. Students must be able to accurately discern, through the auditory sense, normal and abnormal findings using instruments including, but not limited to tuning forks, stethoscopes, sphygmomanometers, Doppler devices, or auditory alarms.

Students should be able to execute motor movements to provide general care and emergency treatments to patients. The student, therefore, must be able to respond promptly to urgencies within the hospital or practice setting, and must not hinder the ability of their co-workers to provide prompt care. Examples of emergency treatment reasonably required of a physician assistant include arriving quickly when called and assisting in cardiopulmonary resuscitation (CPR), administering intravenous medications, applying pressure to arrest bleeding, maintaining an airway, suturing uncomplicated wounds, and assisting with obstetrical maneuvers. As further illustration, CPR may require safely moving an adult patient, applying considerable chest pressure over a prolonged period of time, forcefully delivering artificial respiration and calling for help.

Students should be able to perform basic laboratory tests such as wet mount, urinalysis, gram stain etc., and diagnostic and therapeutic procedures such as phlebotomy, venipuncture, placement of catheters and tubes. The administration of intravenous medications requires a certain level of dexterity, sensation and visual acuity. Students must be able to measure angles and diameters of various body structures using a tape measure or other devices, measure blood pressure, respiration and pulse, and interpret graphs describing biologic relationships. Clinical rotations in ambulatory care settings require the ability to transport oneself to a variety of settings in a timely manner, while inpatient rounds require prolonged and rapid ambulation.

4. INTELLECTUAL, CONCEPTUAL, INTEGRATIVE AND QUANTITATIVE ABILITIES

Problem solving, a critical skill demanded of physician assistants, requires intellectual abilities which must be performed quickly, especially in emergency situations. These intellectual abilities include numerical recognition, measurement, calculations, reasoning, analysis, judgment, and synthesis. Students must be able to identify significant findings from the patient's history, the physical examination and laboratory data, provide a reasoned explanation for likely diagnoses, and choose appropriate medications and therapy.

The ability to incorporate new information from many sources in formulating diagnoses and plans is essential. Good judgment in patient assessment, diagnostic and therapeutic planning is primary. When appropriate, students must be able to identify and communicate the limits of their knowledge to others.

5. BEHAVIORAL AND SOCIAL ATTRIBUTES

Students must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities associated with the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients. Empathy, integrity, honesty, concern for others, good interpersonal skills, interest in people, and motivation are personal qualities that are required. Students must possess the ability to monitor and react appropriately to one's own emotional needs and responses. For example, students need to maintain emotional demeanor and organization in the face of long hours, fatigued colleagues, and dissatisfied patients.

Students must be able to develop professional relationships with their colleagues, as well as with patients, providing comfort and reassurance to patients when appropriate, while protecting patient confidentiality. Students must possess endurance to tolerate physically taxing workloads and to function effectively under stress. All students are at times required to work for extended periods of time, occasionally with rotating schedules. Students must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the practice of medicine. Students are expected to accept suggestions and criticisms and if necessary, to respond by modification of behavior.

V. ACADEMIC HONESTY

The practice of medicine requires sound judgment, honor, and integrity. All students enrolled in the Springfield College Physician Assistant Program are expected to conform to the principles of academic honesty. Academic dishonesty will not be tolerated by the program faculty or the College.

Anyone determined by the program to have cheated on unit tests, quarterly examinations, final examinations, quizzes, practical examinations, homework or written assignments will receive a final grade of "F" in the course, regardless of the student's progress to that point, and will automatically be suspended from the program. All instances of cheating will be reported to the Dean of Students. The Student Judicial System, may be employed to hear the incident and determine if the student should be dismissed from the College

Cheating also includes plagiarism which "is the act of using another person's ideas or expressions in your writing without acknowledging the source. It is giving the impression that you have written or thought of something that you have in fact borrowed from someone else." (Plagiarism, Springfield College Writing Center.)

Further forms of cheating include but are not limited to purchasing of papers, and presenting the same written work for more than one course without the permission of the instructor of the course in which the student is enrolled. The use of cellular phones and transmitting or recording devices during exams or exam review sessions is prohibited, and will be considered academic dishonesty. Discussion among students regarding testing material is considered academic dishonesty. For students in the professional phase, honesty is expected in the recording of historic information, physical findings, laboratory data or other information not obtained directly by the student.

VI. WRITING POLICY

The ability to communicate well both orally and in writing is key to being a well-educated health care provider. All written work, unless otherwise indicated, is to be submitted to the instructor typed. Students are expected to present work in correct grammatical form with no misspelled words. Grades in the professional courses will reflect deficiencies. Consult course syllabi for expectations.

VII. ATTENDANCE

Springfield college students are expected to attend all class sessions for which they are registered; they are also responsible for the material covered in each class session and completion of assigned work by the announced due dates. Instructors are responsible to clearly communicate to the students via the syllabus their policies regarding class attendance and make-up work.

Certain situations are recognized as College-excused absences from class, including:

1. Participation in the athletic activity approved by the athletic director and on file in the Dean of Student's office

2. Participation in a scheduled curricular or co-curricular activity approved by the appropriate dean or vice-president on file in the Dean of Students' office
3. Observation of religious holidays

Instructors should excuse absences of the above nature if the student follows the guidelines listed below. If possible, the instructor should allow the student to make up the class work or complete an alternative assignment. A student who anticipates absences of this nature:

- Must provide his or her instructors with a list of dates of expected absences by the end of the first week of class and discuss with each instructor the impact of such absences. If the instructor deems that the absences will interfere with the student's ability to successfully complete the objectives of the course, the student must seek to reduce the absences or withdraw from the course.
- Should arrange in advance of the absence for make-up of any work that will be missed
- Should notify the instructor as soon as possible in the event of a sudden change of schedule (for example, participation in a game rescheduled due to rain or joining a team mid-season) and provide documentation if requested. Again, impact of the absence(s) must be discussed with the instructor.

Absences due to illness or emergency

- In the event of a missed class, notify your professors as soon as possible and discuss your options for obtaining missed material. Follow the contact instructions on your class syllabus

In the event of an absence due to illness or emergency extending longer than two days, students are required to contact the Student Affairs office at 413-748-3100 so that we may notify your professors and the Residence Life Staff if necessary.

VIII. PROFESSIONAL CONDUCT, ETHICS, and ATTIRE EXPECTED OF STUDENTS IN THE PROGRAM

Students are expected to exhibit professional behavior in the classroom, laboratory, and in the clinical setting and off college property. Students should understand that their personal behavior as a member of the PA program and their future profession reflects not only on themselves but also their fellow PA students, future colleagues, and the entire Springfield College faculty and staff.

Students may express personal taste through appropriate conservative dress while attending classes on the Springfield College campus, on clinical rotations, and when attending program related activities.

1. During the normal course of interaction with others, the wearing of a head scarf, hat, cap, hood or other head covering in a building is unacceptable. An exception to this is when such items are required as part of medical treatment, religious observance, or clinical rotation.

2. Eating and/or drinking during classroom sessions is not allowed.
3. In all professional settings including the classrooms, and especially in the presence of faculty and program staff, individuals are to be addressed by their appropriate professional title.
4. When at a professional setting, (hospital, doctors' office, etc.), students are expected to dress in professional attire. Men should wear dress slacks, dress shoes, and shirt and tie. Women are expected to wear dresses, skirts, dress slacks and blouses, dress shoes and stockings. Nails should be short. Acrylic fingernails are prohibited in all clinical settings. Body jewelry is usually inappropriate for medical providers and therefore discouraged.
5. Unprofessional behaviors as determined in the sole discretion of the department chair including without limitation, academic or otherwise, dishonesty, disruption of class activities, expression of derogatory, disrespectful comments to instructors, confrontations with instructors or peers, or display of temper will not be tolerated by program faculty. Observation of any of these unprofessional behaviors by program faculty will lead to immediate dismissal from the program.

IX. USE OF DRUGS OR ALCOHOL BY STUDENTS

If a student is suspected of being under the influence of drugs or alcohol while attending program activities, the following will take place:

1. The student will immediately be removed from the classroom or from the clinical setting and be referred to health services for evaluation.
2. The student will meet with the program director, where a warning will be issued and the student will be suspended from the program as determined in the sole discretion of the program director. The Dean of Students Office will be notified immediately.
3. If the student repeats the behavior (s) he will not be allowed to continue in the program until proof is submitted to the program director that (s) he is undergoing treatment for the abuse. A letter from a counselor stating that the student is well enough to return to classes is required in order to return to the program.
4. Please see the undergraduate student handbook for the college alcohol policy, pages 46-48.

X. ACCIDENT/INCIDENT REPORT

Occasionally, accidents will occur in the laboratory or at the clinical site. Any student or staff member injured as a result of any accident involving a student must immediately file a Springfield College Accident/Incident Report Form with the program office. If the accident occurs at a clinical site, the student must notify the program director or clinical coordinator by telephone as soon as possible. A copy of the form found in Appendix C can be photocopied and used for filing the report.

XI. STUDENT HEALTH

The Commonwealth of Massachusetts requires all educational institutions to maintain full immunization records for all enrolled students. Students who do not comply with this mandate will not be permitted to remain enrolled at Springfield College.

All incoming students will be required to have documented immunizations for healthcare providers as recommended by the CDC. Students who choose to have private health care providers administer the vaccine must provide the Towne Student Health Center with documentation of the three part immunization series. Students who wish to complete the immunization series at Springfield may do so through the Health Center. The charge for this series will be placed on the student's bill. Failure to comply with this immunization requirement will lead to immediate suspension from the program.

Students must carry some form of health insurance while attending the program. Students are responsible for all medical fees incurred while enrolled in the program. All Springfield College students are required to have a medical examination by a qualified health practitioner prior to enrollment in the college. The Physical Examination Report must be completed and returned to Towne Student Health Center no later than the first day of class in the initial fall semester. Students will not be allowed to attend class, labs, or clinical experiences until the form is completed and returned to the Health Center. Any change in health status must be documented in the health record. Because of the nature of the program and the necessity for contact with immuno- suppressed patients, failure to maintain a current health record will lead to suspension from the program until the record is complete.

XII. MATRICULATION FROM PRE-PROFESSIONAL TO PROFESSIONAL PHASE OF THE PROGRAM

Matriculation into the professional phase of the program is dependent upon meeting the criteria listed below. The Promotions Committee will review each student's file at the end of the year 4 fall semester and will make recommendations to the program director regarding the student's eligibility and readiness to advance to the professional phase of the program. Students must meet the following criteria:

1. A 3.0 cumulative GPA in all program required core courses, and a minimum grade of at least "C+" in each pre-professional program core course
 - a) all academic probation requirements fulfilled
2. Completion of all "All College Requirements" (Gen Eds).

3. A 3.0 cumulative GPA in all college courses
4. Written documentation of a minimum of 500 hours of health care experience reviewed by the student's faculty advisor according to the following guidelines:
 - a. 470 hours of patient related experience
 - b. 30 hours of observation of a clinically practicing PA
 - c. Needs to be in the department by Dec 15th of students fourth pre-professional year
5. Demonstrated professional behavior and attitude that is consistent with the Program Code of Ethics (Appendix D)
 - a) all academic and professional probation requirements fulfilled
6. Immunization status, yearly physical exams and TB status must be updated in the health center by the start of classes in January of the professional phase. Copies of the TB status and immunizations need to be sent to the PA department as well. It is the responsibility of the student to keep yourself up to date and the appropriate updates sent to the college.
7. No student on probation can matriculate into the professional phase.

Final acceptance into the professional phase of the program is dependent upon receipt and review of grades by the Promotions Committee. Students, who know that they need to repeat a pre-professional phase required course, should notify the program director immediately to avoid tuition and other college charges.

XIII. REQUIREMENTS FOR SUCCESSFUL COMPLETION OF THE DIDACTIC YEAR AND MATRICULATION TO THE CLINICAL YEAR

Please see the Professional Phase PA Handbook

XIV. OUTSIDE VOLUNTEER OR WORK

Because of the intensity of the program, students are strongly discouraged from attempting to work.

XV. PROFESSIONAL ORGANIZATIONS

1. Physician Assistant Student Organization (PASO)

Springfield College allows PA students to gather together for the purpose of friendship, support, professional development and community service.

2. American Academy of Physician Assistants (AAPA)

PA students are eligible for membership in the Student Academy of Physician Assistants (SAAPA). Members receive official publications of the Academy, have access to a job service, and are eligible to compete for scholarships.

3. Massachusetts Association of Physician Assistants (MAPA)

MAPA is constituent chapter of AAPA. Students are chosen from the programs in Massachusetts to sit on the MAPA Board of Directors. Each year MAPA offers one or more scholarships to MAPA student members and supports student projects in a variety of ways.

Students are encouraged to join any or all of the above organizations. Special rates are available for student membership.

**SPRINGFIELD COLLEGE
PHYSICIAN ASSISTANT PROGRAM**

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School of Health Sciences and Rehabilitation
Studies
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Carine Seeve, MD
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748-3541

Meghan Migeon, MS, PA-C
Associate Professor/Associate Director
Academic Coordinator
748-3558

Daniel Watkins, EMT-P, MS, PA-C
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Roxanne R. Sprague, MCMSc, PA-C
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748-3579

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Adjunct Faculty

Carol Coan, PhD
Christine Neidbala, MS, PA-C
Susan Rooney, MS, PA-C
Megan Abad, MS, PA-C

Seth Collins MS, PA-C
Melissa Miles, MS, PA-C
Matt Carter MS, PA-C

APPENDIX A

Periodic Evaluation of Professionalism / Student Behavior

Student: _____

Advisor or Faculty Completing Form: _____

Semester: _____ Year: _____

Date Form Completed: _____

This form will be used to evaluate the student’s demonstration of defined professional behaviors. It is to be completed by each student’s Academic Advisor each semester during the didactic and clinical years. This evaluation may also be completed as needed by faculty with professionalism concerns regarding a student or by the Program Director or Director of Clinical Education based on faculty, staff, or preceptor feedback. In most cases, the evaluation should be completed in the presence of and discussed with the student and their advisor. Students who receive an unacceptable mark in any category will be given a warning and will be re-evaluated at an agreed upon date. If the student is deemed not to have improved or remedied the unacceptable behavior, he or she will be placed on Departmental Professional probation. In accordance with the Professionalism policy outlined in the Student handbook, failure to improve on unacceptable items or further infractions may result in dismissal from the PA program. Regardless of probation status, any student who receives an evaluation with serious professionalism issues as deemed by the Departmental Promotions Committee may be immediately dismissed.

Not Professionalism / Behavioral Categories Unacceptable* Observed	Acceptable	Inconsistent*		
Professional Appearance (professional dress, grooming, hygiene)				
Attendance / Punctuality				
Personal Accountability / Preparedness (class, group work, labs)				
Assignment Timeliness / Completeness				
Communication Effectiveness (peers, lecturers, faculty, preceptors)				
Respect / Professional Relationships (peers, lecturers, faculty, preceptors)				
Teamwork / Cooperativeness				
Respect for Appropriate Personal Boundaries				
Responsiveness to Feedback / Constructive criticism				
Concern for the Welfare of Patients/Others (Empathy)				
Recognizes Own Limitations				
Self-Confidence				
Maturity and Self-Control				
Motivation, Initiative, Academic Curiosity				
Adaptability to Stressful / Changing Circumstances				
Reliability, Honesty, Trustworthiness (Integrity)				
Sensitivity to Diversity (culture, age, gender, disability)				
Overall Attitude (must give examples or describe incident)				

*If you indicated “Inconsistent” or “Unacceptable” for any category, please cite example(s) or reason for the rating:
If commenting on more than one category or more space is needed, use back of form.

Category: _____

Faculty Comments:

Student Comments:

Time frame / Date for Re-evaluation of above: _____ Next semester (circle if ok for interval evaluation)

Advisor or Faculty Completing Evaluation: _____

Student: _____

Program Director Review: _____

APPENDIX B

SPRINGFIELD COLLEGE PHYSICIAN ASSISTANT PROGRAM

ETHICAL CODE OF BEHAVIOR FOR PHYSICIAN ASSISTANTS

Members of the physician assistant profession must act in an appropriate way to monitor and maintain the integrity of the standards of the profession. The SC PA Program is committed to excellence in patient care and education and the training of physician assistant students. To further this goal, staff members and students are expected to adhere to a Code of Professional Conduct and Ethics in their interactions with patients, colleagues and other health professionals, and the public.

The following code of conduct and ethics is adapted from the Dartmouth College Medical School and Hitchcock Medical Center Code.

Professional Obligations

1. Respect for Persons

- a. Practice the doctrine of informed consent for any patient diagnostic test or therapy
- b. Treat patients, colleagues, students and teachers with the same degree of respect you would wish them to show you
- c. Treat patients with kindness, gentleness, dignity, empathy, and compassion
- d. Do not use offensive language verbally or in writing when referring to patients of their illnesses
- e. Respect the privacy and modesty of patients
- f. Do not harass others, physically, verbally, psychologically, or sexually
- g. Do not prejudge others on the basis of gender, religion, race, age, or sexual preference

2. Respect for Patient Confidentiality

- a. Do not share the medical or personal details of a patient with anyone except those health care providers integral to the well being of the patient or within the context of an educational endeavor
- b. Do not discuss patients or their illness in public places where conversations may be overheard
- c. Do not publicly identify patients in spoken words or in writing without adequate justification
- d. Do not invite or permit unauthorized persons into patient care areas of the institution
- e. Do not share your confidential computer system password with nonprofessionals

3. Honesty

- a. Be truthful in verbal and in written communications
- b. Acknowledge your errors of omission and commission
- c. Do not knowingly mislead others
- d. Do not cheat, plagiarize, or otherwise act dishonestly
- e. Do not falsify or fabricate scientific data

4. Responsibility for Patient Care

- a. Assume 24-hour responsibility for patients under your care; when you go off duty, assure that your patients' care is adequately covered by another practitioner
- b. Follow-up on ordered laboratory tests and complete patient record documentation conscientiously
- c. Coordinate with your team, the timing of information sharing with patients and their families to present a coherent and consistent treatment plan
- d. Do not use alcohol or other drugs that could diminish the quality of patient care or academic performance

5. Awareness of Limitations, Professional Growth

- a. Be aware of your professional limitations and deficiencies of knowledge and abilities and know when and of whom to ask for supervision, assistance or consultation
- b. Do not engage in unsupervised involvement in areas or situations where you are not adequately trained
- c. Avoid patient involvement when you are seriously ill, distraught, or overcome with personal problems
- d. Have all patient workups and orders countersigned by the appropriate supervisory personnel

6. Deportment as a Professional

- a. Clearly identify yourself and your professional level to patients and staff; wear your name tag when in patient areas
- b. Do not allow yourself, as a student, to be introduced as a physician assistant or doctor
- c. Dress in a neat, clean, and professionally appropriate manner
- d. Maintain a professional composure despite the stresses of fatigue, professional pressure, or personnel problems
- e. Do not have romantic or sexual relationships with your patients; recognize that if such relations develop, seek help and terminate the professional relationship

7. Responsibility for Peer Behavior

- a. Take the initiative to identify and help rehabilitate impaired students, nurses, physicians, physician assistants, and other employees
- b. Report important breaches of the Code of Professional Conduct and Ethics

8. Respect for Personal Ethics

- a. You are not required to perform procedures (e.g., abortions, termination of medical treatment) that you feel are unethical, illegal, or may be detrimental to the patient
- b. Inform patients and their families of available treatment options that are consistent with acceptable standards of medical care

9. Respect for Property and Laws

- a. Respect the property of Springfield College and other facilities with which you are affiliated
- b. Adhere to regulations and policies such as fire safety, hazardous waste disposal and universal precautions or Springfield College and all other facilities with which you are affiliated
- c. Adhere to local, state, and federal laws and regulations