

SPRINGFIELD COLLEGE



PHYSICIAN ASSISTANT (PA) PROGRAM

Student Handbook *Professional Phase*

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SPRINGFIELD COLLEGE
PA PROGRAM

INTRODUCTION

The PA Program Student Handbook contains information on the policies, procedures, regulations, requirements, and standards required for successful completion of the Springfield College PA Program. It is a supplement to the Springfield College Student Handbook and the Undergraduate and Graduate Catalogs. These policies and procedures are in place to maximize student success and help students maintain the high academic and professional standards necessary to be a PA.

Being an excellent PA includes knowing and meeting expectations. These skills will continue to serve students well as they obtain and maintain licensure, hospital privileges, credentialing, etc.

All policies apply to all students in the professional phase of the PA program in all locations.

DISCLAIMER

The PA 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 at 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 at 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.

It is the responsibility of each student enrolled in the Springfield College PA Program to understand and abide by the regulations and policies within this Handbook.

ACCREDITATION

The Springfield College PA Program is accredited by the Accreditation Review Commission on 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 PA 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.

PROGRAM MISSION AND VALUES

The mission of the Springfield College 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.

VALUES

1. Academic and professional integrity
2. Diversity, Equity, and Inclusion
3. Interprofessional education
4. Adaptability and Responsiveness
5. Service to the Community

PROGRAM GOALS, OBJECTIVES AND OUTCOMES

- <https://springfield.edu/programs/physician-assistant/goals-and-outcomes>

PROGRAM REQUIRED COMPETENCIES

PAs must have the knowledge and clinical skill to practice medicine in all clinical situations, and to deliver a wide range of care based on the patient's needs. In order to graduate, students must exhibit proficiency in their education with regard to the six program competencies below.

Patient-Centered Care

Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health

1.1 Gather essential and accurate information about patients and their conditions through history-taking and physical examination skills (MK, IPS, CTS)

1.2 Develop differential diagnoses, order and interpret diagnostic tests, perform necessary clinical and technical procedures, diagnose, treat and manage illness. (MK, CTS, CRPS)

- 1.3 Interpret data to make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and clinical judgment (MK, CTS, CRPS)
- 1.4 Develop and implement patient management plans (MK, CRPS)
- 1.5 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making (IPS, PB)
- 1.6 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings (IPS, CRPS, PB)
- 1.7 Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health (MK, IPS, CRPS)

Knowledge for Practice

Demonstrate knowledge of established and evolving biomedical and clinical sciences, as well as the application of this knowledge to patient care

- 2.1 Apply principles of clinical sciences to diagnosis disease and utilize (1) therapeutic decision-making (distinguish between normal and abnormal findings), (2) clinical reasoning and problem-solving, and (3) other aspects of evidence-based medicine (MK, CTS, CRPS)
- 2.2 Discern among acute, chronic and emerging disease states (MK, CRPS)
- 2.3 Apply the principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations (MK, CRPS)
- 2.4 Identify economic factors that affect access to care (MK, CRPS)
- 2.5 Access and interpret credible sources of medical knowledge (MK, CRPS)
- 2.6 Understand different types of health systems and insurance (MK)

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

- 3.1 Establish meaningful, therapeutic relationships with patients and families to ensure that patients' needs and goals are met in order to deliver culturally competent care (IPS)
- 3.2 Communicate effectively with patients, families and the public (IPS)
- 3.3 Work effectively with others as a member or leader of a healthcare team (IPS, PB)
- 3.4 Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics (IPS)
- 3.5 Recognize the need for and ensure patients have access to unbiased, professional interpreters and appropriate resources when barriers to communication arise. (IPS)
- 3.6 Demonstrate insight and understanding about emotions and human response to emotions that allow one to develop and manage interpersonal interactions (IPS)
- 3.7 Accurately and adequately document medical information regarding care for medical, legal, and quality purposes (MK, CTS, IPS)

Professionalism

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.

- 4.1 Demonstrate respect and compassion for the dignity and privacy of the patient while maintaining confidentiality in the delivery of team-based care (PB)

- 4.2 Demonstrate responsiveness to patient needs that supersedes self-interest (PB)
- 4.3 Demonstrate accountability to patients, society, and the profession (PB)
- 4.4 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation (PB)
- 4.5 Demonstrate a commitment to personal wellness, including coping mechanisms (PB)
- 4.6 Recognize one's limits and establish healthy boundaries to support healthy partnerships (PB)

Interprofessional Collaboration

Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care

- 5.1 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust (IPS, PB)
- 5.2 Recognize when referrals are needed and make them to the appropriate health care provider (MK)
- 5.3 Develop relationships and effectively communicate with physicians, other health professionals, and health care teams. (IPS, PB)
- 5.4 Use the full scope of knowledge, skills, and abilities of available health professionals to provide care that is safe, timely, efficient, effective and equitable. (MK, IPS, CRPS)

Practice-based learning & Improvement

Practice-based learning and improvement include engaging in critical analysis of one's own experience, the medical literature, and other information resources for the purposes of self-evaluation, lifelong learning and practice improvement.

- 6.1 Develop the ability to use self-awareness of knowledge, skills and emotional limitations to identify strengths, deficiencies, and limits of one's knowledge (MK, CRPS, PB)
- 6.2 Use appropriate literature to make evidence-based decisions on patient care (MK, CRPS)
- 6.3 Recognize the value of the work of monitoring and reporting for quality improvement (MK)

ARC-PA competencies legend

- (MK) Medical Knowledge
- (IPS) Interpersonal Skills
- (CTS) Clinical and Technical Skills
- (CRPS) Clinical Reasoning and Problem Solving abilities
- (PB) Professional Behaviors

Competencies are assessed during the clinical year via the entrustable professional activities (EPA) listed below. Each EPA encompasses multiple competencies.

Springfield College EPA's

- EPA 1: Gather and document essential, accurate information about patients thorough history-taking and physical examination. Competencies (1.1, 2.2, 3.7, 5.4)
- EPA 2: Create a differential diagnosis using clinical patient information. Competencies (1.2, 2.1)
- EPA 3: Identify and interpret diagnostic and screening tests when given clinical patient information. Competencies (1.3, 2.1, 5.4)
- EPA 4: Synthesize clinical information to determine appropriate orders and pharmacologic interventions. Competencies (2.1, 5.4)

EPA 5: Develop and implement patient-centered management and education plans. Competencies (1.4, 1.7, 2.1, 2.2, 5.4, 6.2)

EPA 6: Locate, critically evaluate, integrate and appropriately apply scientific evidence to patient care. Competencies (1.3, 2.1, 2.3, 2.5, 5.4, 6.2)

EPA 7: Work and communicate effectively and professionally as a leader or member of an interprofessional health care team to provide patient-centered care. Competencies (1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 5.1, 5.3)

EPA 8: Perform general procedures of a PA. Competencies (1.2, 1.3, 1.5)

EPA 9: Identify personal weaknesses and/or system failures in order to contribute to a culture of safety and improvement. Competencies (2.3, 2.4, 2.6, 3.7, 4.2, 4.3, 4.5, 4.6, 5.2, 5.4, 6.1, 6.3)

EPA 10: Provide preventative health care services and education. Competencies (1.5, 1.7, 2.3, 5.4)

EPA 11: Recognize and develop strategies to address social determinants of health using culturally competent care. Competencies (2.3, 2.4, 3.1, 4.2, 4.4)

MINIMUM TECHNICAL STANDARDS FOR ADMISSION, CONTINUATION, AND GRADUATION

The Springfield College PA Program seeks 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. To achieve this goal, the following principles and technical standards will be applied to candidates for admission and continuing students.

Principles:

1. Technical Standards are the Program expectations for certain knowledge, skills, abilities, professional attitudes, and behaviors.
2. These standards are prerequisites for entrance, continuation, and graduation from the Springfield College PA Program. Students must verify they meet the Technical Standards before matriculation and maintain them throughout their PA education. Students are obligated to alert the Program immediately of any change to their status.
3. Students are expected to develop a robust medical knowledge base and the requisite clinical skills to apply their knowledge and skills appropriately, effectively interpret information, and contribute to patient-centered decisions across a broad spectrum of medical situations and settings.
4. Students, with or without disabilities, applying to and continuing in the program are expected to meet the same requirements.
5. Matriculation and continuation in the program assume a certain level of cognitive, motor, and technical skills. Students with disabilities will be held to the same standards as their non-disabled peers. Although not all students should be expected to gain the same level of proficiency with all technical skills, some skills are essential, and mastery must be achieved with the assistance of reasonable accommodations where necessary.
6. Reasonable accommodations will be provided to assist in learning, performing, and satisfying the technical standards. Every reasonable attempt will be made to facilitate students' progress where it does not compromise collegiate standards or interfere with the rights of other students and patients.

Students must possess aptitude, ability, and skills in five areas:

- Observation
- Communication
- Sensory and motor coordination and function
- Conceptualization, integration, and quantitation

- Behavioral and social attributes

The functions described below are critically important to the student and must be autonomously performed by the student. Technological compensation can be made for some disabilities in certain areas. Still, a candidate must meet the essential technical standards in such a way that they can perform them in a reasonably independent manner. It should be understood that these are standards for minimum competence in the program.

Observation

Students must have sufficient sensory capacity, with or without reasonable accommodation, to observe information presented through demonstration in a lecture hall, the laboratory, and in various patient settings. In addition, students must evaluate patients accurately and assess their relevant health, behavioral and medical information promptly. Students must obtain and interpret information through a comprehensive assessment of patients, correctly interpret diagnostic representations of patients' physiologic data and accurately evaluate patients' conditions and responses. Students must competently use diagnostic instruments such as otoscopes, ophthalmoscopes, and stethoscopes.

Communication

Communication includes not only speech but reading and writing. PA education presents exceptional challenges in the volume and breadth of required reading to master the subject area and to impart information to others. Students must exhibit interpersonal skills to enable effective caregiving of patients, including communicating effectively with all members of a multidisciplinary healthcare team, patients, and those supporting patients, in person and writing. Students must clearly and accurately record information and interpret verbal and nonverbal communication. Students must read and efficiently, accurately, and legibly record observations and plans in legal documents such as the patient record. Students must prepare and communicate concise but complete summaries of individual encounters and complex, prolonged encounters, including hospitalizations. Students must complete forms according to directions in a complete and timely fashion in various formats, including electronic platforms.

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, with or without reasonable accommodation.

Students must be able to execute motor movements to provide or direct general care and emergency treatments to patients promptly. 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 PA include but not limited to; 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.

Students must be able, with or without reasonable accommodation, to negotiate patient care environments and must be able to move between settings, such as clinics, classroom buildings, and hospitals. Students must meet applicable safety standards for the environment and follow universal precaution procedures. Physical stamina sufficient to complete the rigorous course of the didactic

and clinical study is required. Long periods of sitting, standing, or moving are required in classrooms, laboratories, and clinical experiences.

Students must also use computers and other electronic devices as most medical documentation uses electronic platforms and the national certifying examination and classroom examinations are computer-based tests.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Problem-solving, a critical skill demanded of PAs, requires intellectual abilities which must be performed quickly, especially in emergencies. These intellectual abilities include, but are not limited to, the ability to comprehend three-dimensional relationships and understand the spatial relationships of structures, numerical recognition, measurement, calculations, reasoning, analysis, judgment, and synthesis. Students must effectively participate in individual, small-group, lecture, and other learning modalities in the classroom, clinical, and community settings. Students must learn, participate, collaborate, and contribute as part of a team.

Students must identify significant findings from the patient's history, physical examination, and laboratory data, make causal connections, and make facts-based conclusions based on the available data and information. Students must formulate a hypothesis and investigate potential answers and outcomes and reach appropriate and accurate conclusions. When appropriate, students must be able to identify and communicate the limits of their knowledge to others.

Behavioral and Social Attributes

Students must possess the emotional health required for the 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 be able to monitor and react appropriately to one's own emotional needs and responses. For example, students must maintain an emotional demeanor and organization in the face of long hours, fatigued colleagues, and dissatisfied patients.

Students are expected to exhibit professionalism, personal accountability, compassion, integrity, concern for others, and interpersonal skills, including the ability to accept and apply feedback and to respect boundaries and care for all individuals respectfully and effectively regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Students should understand and function within the legal and ethical aspects of the practice of medicine and maintain and display ethical and moral behaviors commensurate within the role of a PA in all interactions with patients, faculty, staff, students, and the public.

Students must possess the 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 adapt to changing environments, display flexibility, and 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 modifying their behavior.

Disability Statement

The PA Program is committed to creating a respectful, accessible, and inclusive learning environment. It recognizes that students with varied types of disabilities can become successful medical professionals. Students with a disability who need accommodations should initiate discussions with the Academic Success Center (ASC) as soon as the offer of admission is received and accepted. It is the responsibility of the student to provide the Academic Success Center (413-748-3389 or email asc@springfield.edu) with adequate information documenting the general nature and extent of the disability as well as the functional limitation in need of accommodation. Evaluation and implementation of an accommodation request is a collaborative effort between the student, the Academic Success Center, and the PA Program.

Should a student have or develop a condition that might place patients, the student, or others at risk or affect their need for accommodation, an evaluation with the Academic Success Center may be necessary. Accommodation is not reasonable if providing the accommodation:

- poses a direct threat to the health or safety of the student and/or others,
- requires a substantial modification of an essential element of the curriculum as determined by the PA Program,
- lowers academic standards, or
- poses an undue financial burden on the College

Requesting Accommodations

Students who need accommodations must file a formal request for accommodations with the ASC. This includes students who may develop an impairment due to an illness, accident, or surgery. The best time to do so is immediately after registering for classes each semester or following the development of an impairment. This allows the ASC to adequately coordinate services and provide instructors with reasonable notice. Students have the primary responsibility of advocating for themselves during the accommodation process. They should not rely on their parents, faculty members, or others to do so for them.

Accommodations Policy

Students must contact their course directors or clinical year faculty at the beginning of the course to discuss the approved accommodations and make arrangements for when accommodations will be used.

PROFESSIONALISM

Health professionals are privileged to serve in important and honorable roles as caregivers for all humans. These roles can include physical and emotional dimensions that demand the highest degree of ethical behavior. Appropriate professional behavior includes, but is not in any way limited to, honesty, maintaining confidentiality, trustworthiness, professional demeanor, respect for the rights of others, personal accountability, and concern for the welfare of patients – all of which are outlined below.

- A. Honesty – Being truthful in communication with others.

- B. Maintenance of Patient Confidentiality- Limiting discussion of patient care to those areas where conversations cannot be overheard by others outside the patient care team; refraining from disclosing of patient identity to those not connected to the care of the patient; maintaining appropriate security for all paper and electronic patient records.
- C. Trustworthiness – Being dependable; following through on responsibilities in a timely manner; maintaining the confidentiality of patient information.
- D. Professional Communication and Demeanor – Being thoughtful, appropriate, and kind when interacting with patients, their families, other members of the health care team, and all others; striving to maintain composure under pressures of fatigue, professional stress, or personal problems; maintaining a neat and clean appearance and dress in attire that is reasonable and accepted as professional to the patient population served; expressing disagreements in a tone and manner that is appropriate to the situation.
- E. Respect for the rights of others – Dealing with staff and peer members of the health care team in a considerate manner and with a spirit of cooperation; acting with an egalitarian spirit toward all persons encountered in a professional or non-professional setting regardless of age, race, color, national origin, disability, religion, gender, sexual preference, socioeconomic status, or Veteran/Reserve/National Guard status; respecting the rights of patients and their families to be informed and share in patient care decisions; respecting patients’ modesty and privacy.
- F. Personal accountability – Participating responsibly in patient care to the best of one’s ability and with appropriate supervision; undertaking clinical duties and persevering until they are complete; notifying the responsible person if something interferes with one’s ability to perform clinical tasks effectively; compliance with college policies and procedures in an honest and forthright manner.
- G. Concern for the welfare of patients – Treating patients and their families with respect and dignity both in their presence and in discussions with others; discerning accurately when supervision or advice is needed and seeking these out before acting; recognizing when one’s ability to function effectively is compromised and asking for relief or help; not using alcohol or drugs in a way that could compromise patient care or one’s own performance; not engaging in romantic, sexual, or other nonprofessional relationships with a patient, even upon the apparent request of a patient.

PROFESSIONAL CONDUCT, ETHICS, AND STANDARDS OF DRESS/APPEARANCE

Students are expected to exhibit professional behavior in the classroom, laboratory, clinical setting, and when 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. When patient-student contact is part of the educational experience

(including simulated or practical exams) students are expected to dress professionally and wear a clean pressed white coat unless otherwise instructed by PA program faculty or clinical preceptors. PA students are expected to wear their identification badges, placed on the left upper chest, at all times in the clinical setting. Of note, each healthcare facility in which students rotate may have their own standards which need to be followed, however the PA student will default to the most conservative and restrictive standard that may apply.

All students are required to be clean and maintain appropriate personal hygiene with regard to their body, hair and nails. Hair and nails need to be clean, neat and of a reasonable length so as to not interfere with the students and/or patients safety or ability to perform their duties.

Patients vary in sensitivity to and in expectations regarding the appearance of their health care providers. A reasonable rule of thumb is to lean towards being conservative- for example, choose attire that most people will find appropriate.

Professional Dress- When attending classes at the college or on clinical rotations, students are expected to dress professionally. Professional dress includes dresses, dress skirts (knee length minimum), dress pants, dress shirts that are not too tight or too revealing, appropriate footwear, and ties.

No sweats, shorts, jeans, or open toe shoes are allowed.

Dress for laboratory settings will be at the discretion of the instructor.

Hair- Hair should be neat, and clean. During patient encounters or simulation hair should be pulled back and away from the face. During the normal course of interaction with others, the wearing of a head scarf, hat, cap, hood, or other head covering is unacceptable. An exception to this is when such items are required as part of a medical treatment or religious/cultural observance.

Scrubs- Students are not allowed to wear operating room attire (scrubs) in the classrooms on the Springfield College campus (unless directed by the course instructor).

Name Tags/Badges- Massachusetts State law requires that students and personnel employed at health care facilities wear an identification badge. Students are therefore required by law to wear their Springfield College ID badge when attending classes and other functions at all healthcare facilities.

The above guidelines represent minimum standards for dress and appearance to ensure that students present a positive and professional image. You will receive feedback about your grooming and attire from standardized patients, faculty, course directors, and peers when your appearance does not meet expectations. If a faculty member, preceptor or staff member feels that the dress is inappropriate for the setting, they may ask you to change prior to continuing in that environment.

Classroom Decorum- Eating during classroom sessions is not allowed, unless approved by the course instructor. Audio/video recording of lectures is prohibited without verbal permission from the lecturer.

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.

SOCIAL MEDIA EXPECTATIONS

Every student is responsible for their postings on the internet and on social media. In all communications, students are expected to be respectful, courteous, and considerate of others. Inappropriate postings on the internet or social media will be considered as professional misconduct.

Students are urged to consider the following before posting any comments, videos, pictures, etc. to the Internet or a social media site:

- There is no such thing as an “anonymous” post. In addition, any posts or comments submitted for others to read should be posted with clear identification. Make it clear that you are speaking for yourself and not on behalf of Springfield College.
- Making postings “private” does not stop others from copying and pasting your post to a public website or email communication.
- Internet activities may be permanently linked to the author.
- Future employment may be affected by inappropriate behavior on the internet.
- Do not share information in violation of any laws or regulations (i.e. HIPAA). Disclosing information about patients, clinical rotations, healthcare entities without written permission is unlawful and strictly prohibited.
- For Springfield College’s protection as well as your own, it is critical that you show proper respect for the laws governing intellectual property, copyright and fair use of copyright material. Curricular materials developed by the Springfield College faculty and staff, or from other institutions should not be distributed.

Social Media Guidelines for Social Networking (adapted from the Social Media Guidelines for American Medical Student Association AMSA.)

- **Be professional.** As students of medicine, we should represent our profession well. Adhere to rules of ethical and professional conduct at all times.
- **Be responsible.** Carefully consider content and exercise good judgment as anything you post can have immediate and/or long-term consequences and carry the potential for significant public impact and viral spread of content. Therefore, all statements must be true and not misleading. Make sure that you differentiate opinions from facts.
- **Maintain separation.** Avoid interacting with current or past patients through social media, and avoid requests to give medical advice through social media. (e.g. replying to a post on social media asking to be diagnosed)
- **Be transparent/use disclaimers.** Disclose yourself and provide an appropriate disclaimer that distinguishes your views from those of the clinic, hospital system and/or University with which you are associated (while at the same time, being careful not to violate any social media policy to which you may be subject by such organizations). Without specific direction from the appropriate personnel, you may not present yourself as an official representative or spokesperson for said organizations. Also, be sure to reveal any conflicts of interest and be honest about your credentials as a medical student or physician (resident or otherwise).
- **Be respectful.** Do not use defamatory, vulgar, libelous and potentially inflammatory language and do not display language or photographs that imply disrespect for any

individual or group because of age, race, national origin, gender, sexual orientation, ethnicity, marital status, genetic information, military status, or any other protected characterization or group.

- **Follow copyright laws.** Comply with copyright laws. Make sure you have the right to use material before publishing.
- **Protect client/patient information.** Do not discuss confidential information and follow standards of patient privacy and confidentiality and regulations outlined in Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. § 1232g). Remember you could personally face a HIPAA violation if there are enough details in the post for patients to recognize themselves.
- **Avoid political endorsements.** Political endorsements of candidates should be avoided outside your own personal social media accounts, even there, comments should be carefully considered. Endorsements of any candidates or political parties via AMSA social media channels is strictly prohibited, be aware of where and how AMSA's name is used.
- **Comply with all legal restrictions and obligations.** Remember use of social networking sites or weblogs can carry legal and professional ramifications. Comments made in an unprofessional manner can be used in legal, professional, or other disciplinary proceedings (i.e., hearings before a State Medical Licensing Board).
- **Be aware of risks to privacy and security.** Read the site's Terms of Use and Privacy Policy. Be cognizant of continuous changes in these sites and closely monitor the privacy settings of the social network accounts to optimize your privacy and security.

SPRINGFIELD COLLEGE PA PROGRAM CODE OF CONDUCT

The PA program adheres first and foremost to the Springfield College Student Handbook in regards to the code of conduct and subsequent disciplinary actions. Please refer to the current year handbook for more information. This can be found on any course Brightspace homepage, under student resources click *college policies* then *student handbook*.

In addition, the Springfield College PA Program attempts to ensure that PA students are upholding appropriate standards of professionalism and ethics. Students are expected to conduct themselves in a professional manner in the classroom, on campus, and in clinical settings. Unprofessional behaviors will be reported to the Program Director for disciplinary review.

The Springfield College PA Program Code of Conduct outlines the principles that all PA students are expected to uphold. Breaches of these principles may result in disciplinary review. Disciplinary action taken at the end of the review may include a verbal warning, written warning, probation or dismissal from the program. Disciplinary action may be reported to any state licensing authority, government agency, the graduate PA's employer or potential employer.

This Code of Conduct represents some, but not all, of the behaviors that may trigger review under the Springfield College PA Program's Promotions Committee.

Principles of Conduct:

Springfield College PA students shall comply with all applicable PA program, Springfield College, and clinical site policies as well as laws, regulations, and standards related to their professional role. Each student is responsible for their conduct from the time of admission to the professional phase

of the PA program through the actual awarding of a degree, including periods immediately before classes begin or immediately after classes end, during the didactic phase as well as during the clinical phase and during periods between semesters.

Springfield College PA Students:

- Shall not engage in cheating or other dishonest behavior that violates the security of any form of student assessment before, during, or after an examination. This includes unauthorized reproduction, distribution, displaying, discussing, sharing or otherwise misusing any form of assessment, including but not limited to exam/quiz questions.
- Shall always do their own work, and may never plagiarize or cheat on examinations, papers, or any other forms of assessment. Students shall not solicit, obtain, possess, or provide to another person an examination or portions of an exam, prior or subsequent to the administration of the examination. A student may not obtain or provide test questions to or from other students in any form-oral, written, or electronic. A student shall not obtain test questions in any form from previous students or graduates of the program.
- Shall promptly inform PA Program faculty when possessing knowledge or evidence that raises substantial question of student(s) cheating on or misusing questions from an PA program examination or any other form of student assessment.
- Shall demonstrate and uphold the highest standards of integrity and ethics with patient care, medical documentation, and scholarly work and in professional relationships with faculty and preceptors.
- Shall behave in a manner consistent with the accepted standards of professional practice.
- Shall not employ deceptive means, including submitting to the PA Program any document or evaluation regarding student performance that contains a misstatement of facts or omits any facts.
- Shall not falsely represent themselves in any way to be a certified PA or a physician.
- Shall demonstrate personal and professional responsibility and accountability at all times. This includes but is not limited to accountability to patients, the profession, preceptors, faculty, and staff. Avoidance behavior is not acceptable.
- Shall treat others with courtesy and respect.
- Shall not discriminate against others on the basis of gender, disability, socioeconomic status, religion, race, ethnicity, or sexual orientation.
- Shall treat patients and their families with respect and dignity in their presence and in discussion with other medical team members regardless of race, religion, gender, sexual orientation, disability, or socioeconomic status. Such respect and dignity will be displayed in both interactions with the patient/family or in discussions with other medical team members.
- Shall respect appropriate professional boundaries in their interactions with patients, patient's families, and others.
- Shall demonstrate and respect professional relationship boundaries with faculty, staff, preceptors, and other members of the healthcare team. Jocular and overfamiliarity is inappropriate.
- Shall avoid behavior that would pose a threat or potential threat to the health, well-being, or safety of others apart from reasonable risks taken in a patient's interest during the delivery of health care.
- Shall demonstrate respect for the right of the patient and their family to be informed and to share in decision-making.

- Shall respect the rights of patient confidentiality and privacy at all times. Students shall not inappropriately disclose any confidential patient information, publicly or privately, that was observed or learned as part of the PA student's educational experience/rotation, nor shall PA students disparage any patient in a public setting (including through social media) based on information observed or learned as a part of the PA student's didactic or clinical educational experience.
- Shall demonstrate good judgment and insight to one's own abilities, professional and personal limitations, and know when to ask for help.
- Shall only wear their "white coat" when participating in the care of patients in an official capacity or at a time specifically designated by the PA Program and/or preceptor. PA students may not wear their "white coat" to gain access to medical facilities or to a patient's medical records when they are not participating in an officially sanctioned PA Program educational experience.
- Shall participate in orientation, the classroom, experiential learning, clinical rotations, professional meetings, events, and/or any other setting where judgment is required or patient care might be compromised without impairment from alcohol and/or drugs. Shall practice without impairment from cognitive deficiency or mental illness that, even with appropriate reasonable accommodation, adversely affects their practice of medicine.
- Shall demonstrate the professional behavior expected of a SC PA student including:
 - Excellence
 - Altruism
 - Accountability
 - Honor and Integrity
 - Duty
 - Respect for others
 - Intellectual curiosity
 - Teamwork and Collaboration
 - Advocacy and Equity

*Adapted from the National Commission for Certification of Physician Assistants (NCCPA)

EVALUATION OF PROFESSIONAL CONDUCT

The evaluation of ethical and professional behavior is an ongoing process during school, and the successful completion of each semester, rotation, and phase of the curriculum requires that a student meet the appropriate ethical and professional standards as laid out above. Students will complete a professionalism self evaluation each semester while enrolled in the PA Program (see forms below). A professionalism incident form will be used to document irregularities in professional conduct and will be included in the student's file (see professional incident form below).

Procedure:

Unprofessional behavior or Code of Conduct violations may be addressed in one or more of the following ways, depending on the nature of the behavior and the setting and circumstances in which it occurred:

1. Incident Report
2. Professional Written Warning,
3. Professional Probation with remedial work, or
4. Dismissal

Professional warning will entail a written account of the offense. If subsequent professional issues arise, probation or dismissal may result.

Professional probation lasts from the time of offense through graduation. Remediation may result in delay of progress and graduation in the PA Program. If subsequent professional issues arise, dismissal may result.

GENERAL ADMINISTRATIVE POLICIES

- PA students are expected to follow all rules, regulations, policies, and procedures outlined in the Springfield College Student Handbook, PA Program Student Handbooks, and the Springfield College Graduate Catalog.
- Students must provide a local address, email, home telephone number, and cell phone number to the PA program office each year. Changes in address or telephone number should be given to the program administrative associate and updated when necessary.
- Each student is required to purchase malpractice insurance each year that the student is enrolled in the professional phase of the program. The insurance is included in tuition payment. Therefore, non-payment of tuition will result in lack of malpractice insurance, which will prevent students from engaging in history taking and physical examination exercises with classmates and patient encounters in the didactic year or clinical rotations.
- Students are expected to secure their own transportation (reliable car) to clinical sites and didactic lectures.
- Because of the intensity of the PA Program, students are strongly discouraged from attempting to work outside of the program. 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.
- Principal faculty, the Program Director, and the medical director will not participate as health care providers for students in the program.
- PA students must not have access to the academic records or other confidential information of other students or faculty.
- Student health records are confidential and will be kept at Springfield College Health Services and will not be accessible to, or reviewed by, the programs faculty or staff, except for immunization and tuberculosis screening results, which may be maintained and released with written permission from the student.
- Students must carry health insurance while attending Springfield College. Students are responsible for all medical fees incurred while enrolled in the program.

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 clinical education director or Program Director by telephone as soon as possible. The form found in Appendix C can be photocopied and used for filing the report.

EQUIPMENT

Students are expected to obtain the following required pieces of diagnostic equipment before the beginning of the summer semester of the didactic year. Although the program does not endorse any

one medical instrument or supply company, program faculty can be consulted prior to purchasing equipment.

- A. Quality stethoscope with bell/diaphragm (recommend Littmann Cardiology III or better)
- B. Aneroid-type adult sphygmomanometer
- C. Oto-ophthalmoscope diagnostic set (NOT the Welch Allyn basic set)
- D. Percussion hammer
- E. Tuning fork (C128)
- F. OSHA safety glasses
- G. Laminated handheld vision screener with cm/inch rule & pupil size gauge (Rosenbaum)
- H. Patient cloth examination gown
- I. Full coverage sport bra (women)
- J. Long gym shorts (not spandex)
- K. White, short consultation lab jacket, with program patch appropriately sewn on
- L. Retractable fabric measuring tape with centimeters
- M. Digital device (laptop, iPad, or other tablet)
- N. Surgical scrub suits

MEDICAL REFERENCE RESOURCES

Recent editions of all required textbooks and medical reference books are available at the Harold C Smith Learning Commons and in the offices of program faculty. Recommended readings may be placed on reserve. UpToDate, MEDLINE, Harrison's On-Line, and other literature searches can be performed at Springfield College Online Databases.

HEALTH AND IMMUNIZATION REQUIREMENTS

For the protection of the health of our students and because of the risk of exposure to infectious diseases to which PA students are subjected in the course of clinical work, certain tests and immunizations are required of all students.

- A physical examination is required prior to matriculation to the professional (didactic) phase of the program. A copy of the yearly physical examination must be submitted to the Springfield College Health Center.
- Required Immunizations and Tuberculosis (TB) screening are required prior to matriculation to the professional (didactic) phase of the program. A copy must be submitted to the Springfield College Health Center. A copy of the TB status and immunizations need to be sent to the PA department as well.
- PA students will not be allowed to attend classes, labs, or clinical experiences until all documentation is complete.
- It is the responsibility of the student to keep up to date with their yearly physical, immunizations, and yearly TB screening.
- During the clinical year an up to date copy must be on file in Typhon.
- The program will submit documentation on the student's behalf to clinical sites requesting the information for clinical rotations.

IMMUNIZATION REQUIREMENTS

- Tetanus/Diphtheria/Pertussis
- Measles/Mumps/Rubella (MMR)
- Varicella
- Hepatitis B

- Influenza-yearly or wear a mask while at a clinical site
- Meningococcal vaccination-recommended
- Covid 19-Covid vaccination is required at the level minimally recommended by the CDC.
- Religious and medical exemptions will be accepted if approved by the college. Clinical placement may be affected if vaccinations are not kept up to date with or without exemption.

BACKGROUND CHECK, AND DRUG SCREEN REQUIREMENTS

- All currently enrolled PA students must undergo a Massachusetts Criminal Offender Record Information (CORI) and a national background check to be completed just prior to the start of the clinical year, and at the request of specific clinical sites. The MA CORI information is held in the SC Police Department; the national background check information is maintained on the vendor’s server; however, the student will authorize the release of the information to the program or clinical site upon request as needed. These background checks are in compliance with the School of Health Sciences policy on background checks.
- Students will be required to submit drug-testing results to clinical sites prior to starting rotations. Positive drug screen results will be forwarded to the student’s Program Director for review. Consequences of positive drug screens will be determined by the Program Director. The Program Director may contact Student Affairs to discuss positive results as per the Student Code of Conduct.

ACADEMIC POLICIES AND PROFESSIONALISM

The cornerstone of PA education is a combination of academic success and professional development. Various steps are in place to monitor the performance and promotion of PA students.

The PA Program’s Promotions Committee follows each student to ensure academic and professional development and takes action when inadequacies are identified. Any deficiencies identified in a student’s performance are discussed within the committee and recommendations regarding remediation or dismissal are made. Continued enrollment in the Springfield College PA Program is subject to the decision of the Promotions Committee, the Program Director, and the Dean who must be assured that academic grades and overall performance are satisfactory, that the student is complying with the policies of the Springfield College PA Program, and that the best interests of the school and of the other students are being served through the student’s continued enrollment.

PA Program Curriculum

Didactic Phase Year 1 Spring Semester		
PAST 501	Evidence Based Medicine I	3 credits
PAST 502	Evidence Based Medical Writing	3 credits
PAST 540	Ethics and Professional Issues	3 credits

BIOL 376	Medical Genetics	3 credits
PAST 515	Clinical Human Anatomy & Physiology I	2 credits
	Total Semester Hours	14 credits
Year 1 Summer Semester		
PAST 512	History & Physical I	4 credits
PAST 524	Clinical Medicine I	6 credits
PAST 513	Mental Health Issues	3 credits
PAST 523	Pharmacology I	2 credits
PAST 603	Evidence Based Medicine II	2 credits
	Total Semester Hours	17 credits
Year 2 Fall Semester		
PAST 522	History & Physical II	4 credits
PAST 525	Clinical Human Anatomy & Physiology II	2 credits
PAST 534	Clinical Medicine II	6 credits
PAST 533	Pharmacology II	2 credits
PAST 521	Applied Clinical Skills I	2 credits
	Total Semester Hours	16 credits
Year 2 Spring Semester		
PAST 532	History & Physical III	4 credits
PAST 544	Clinical Medicine III	6 credits
PAST 531	Applied Clinical Skills II	2 credits
PAST 543	Pharmacology III	2 credits
	Total Semester Hours	15 credits

*ACLS (AHA) course will be taken during the January intersession at a determined location defined by the program. All students must take ACLS during this time at this location. Students will have the opportunity to renew their BLS certification during this time as well.

Clinical Phase Year 2 Summer Semester		
PAST 670	Inpatient Medicine I	4 credits
PAST 671	Inpatient Medicine II	4 credits
PAST 672	Family Medicine I	4 credits
PAST 640	PA Seminar VIII	1 credit
PAST 626	PA Research Project	3 credit
	Total Semester Hours	16 credits
Year 2 Fall Semester		
PAST 673	Family Medicine II	4 credits
PAST 674	Emergency Medicine	4 credits
PAST 675	Obstetrics & Gynecology	4 credits
PAST 676	Pediatrics	4 credits
PAST 650	PA Seminar IX	1 credit
	Total Semester Hours	17 credits
Year 3 Spring Semester		
PAST 677	Psychiatry	4 credits
PAST 678	General Surgery	4 credits
PAST 679	Preceptorship I	4 credits
PAST 680	Preceptorship II	4 credits

PAST 660	PA Seminar X	2 credit
	Total Semester Hours	18 credits
	* Clinical rotation courses will not necessarily be assigned in this order	
	Total Semester Hours for the Professional Phase	112 credits

ATTENDANCE, ABSENCES AND TIMELINESS

Didactic Phase

Attendance, on-time arrival, and participation is the expectation for every student during the didactic phase. This includes all classes, examination, labs, and patient encounters.

Students who need to miss a class must contact the course director at the earliest possible time in advance of the absence. Students with multiple absences may be referred to the Promotions Committee for disciplinary review. Students who arrive after an examination has begun may not be given extra time and may be refused admission to the exam, potentially jeopardizing their exam and course grade. Please refer to the course syllabus for instructions and policies regarding make-up, absence, and lateness.

Clinical Phase

Attendance at clinical rotations on scheduled dates and times is mandatory. The rotation hours will vary depending on the preceptor and rotation site, this may include weekdays, weekends, holidays, evening, overnight shifts, and may include an on-call schedule. All students must accept the rotation schedule assigned to them.

Students are only permitted to leave a clinical site early if prior authorization by the Clinical Educators or Program Director has been obtained. Any other departure will be treated as an unexcused absence and is subject to disciplinary action by the Promotions committee.

Students may take up to three (3) planned pre-approved personal days during the clinical year. These must be approved no later than two (2) weeks prior to the absence. No more than one personal day may be taken in any single rotation. Personal days may not be used on Grand Round days, Summative Assessments, or Board Review activities.

Absences eligible for approval, outside of planned personal days, include emergency, illness or pre-approved activities, such as conferences, PA employment interviews, or SC PA program required activities. Missed clinical time for approved activities will not count as a personal day. Absences taken that are not emergent or pre-authorized will result in a professionalism incident violation and disciplinary review. Arriving late or leaving early from a rotation without approval from the preceptor and SC clinical educators is considered an unexcused absence for the entire day.

Instances of illness or emergency must be reported as soon as possible within 24 hours to one of the clinical educators and to the preceptor. Medical documentation may be required from the student's healthcare provider.

LEAVE OF ABSENCE

A Leave of Absence (LOA) is the delay of progression through the PA Program up to one calendar year due to personal or medical reasons. A leave of absence requires the approval of the Program Director. The student desiring an extension beyond one calendar year may be required to apply for readmission to the PA Program. Each student is only allowed one lifetime LOA.

In order to be considered for a leave of absence, the following conditions must be met:

- Good academic standing, and no academic/professional probation instances. Students must have a minimum of a B in all current PA program courses at the time of request.
- No code of conduct disciplinary actions as determined by the PA program code of conduct.

Procedure to request a Leave of Absence

- Request the LOA in a letter specifying the LOA start date, reason for LOA, and plan for return.
- Meet with the Program Director for approval.
- Discuss the terms and conditions for reentry into the program.
- Receive a letter from the Program Director approving the leave, confirming the terms and conditions for reentry, and specifying the return date.
- Fill out Registrar required LOA form specifying return date.

DECELERATION POLICY

Deceleration is defined by the ARC-PA as “the loss of a student from a cohort, who remains matriculated in the PA program”. Deceleration is a means for allowing students an opportunity to complete the curriculum beyond the continuous 27 month design. A student may be granted up to 12 months of deceleration during the didactic phase, and up to 2 months of deceleration during the clinical phase. The time to completion of the program should not exceed 41 months. Requests to extend beyond this timeframe are considered on a case-by-case basis by the Program Director. Deceleration may be considered when a student submits a request to decelerate, or a recommendation is made by the Ad Hoc Student Evaluation Committee (AHSEC) to decelerate (see the AHSEC Recommended Deceleration below). Each student will have only one lifetime opportunity to decelerate.

Student Requested Deceleration

Student initiated deceleration is a voluntary request by the student to pause academic progress and take a break by decelerating progression and re-matriculating into the subsequent PA student cohort. Students will officially take a Leave of Absence from the college but will return with the matriculating PA class cohort in January of the subsequent year. To be considered for deceleration a written request must be submitted to the Program Director.

AHSEC Recommended Deceleration

If a student is dismissed from the program for academic or professional deficiencies, the student may request an AHSEC review. The AHSEC may recommend that the student be allowed to decelerate and join a subsequent PA class cohort. Students will be advised of the AHSEC option for

deceleration at the time of dismissal and will have 14 days in which to submit their request for review (see Ad Hoc Student Evaluation Committee Review process below).

Deceleration Considerations

Didactic Phase: If the student decelerates at any point in the didactic phase, the terms for their return must be approved by the Program Director. The student will reenter the program with the next incoming cohort of students the subsequent January, and will be required to successfully repeat all of the didactic curriculum in sequence, before progressing to the clinical phase. Because the courses offered each semester are interrelated and dependent, students are required to repeat all PA didactic courses (PAST and BIOL), even those they have successfully completed prior to the deceleration, by reregistering, attending all classes, and passing all evaluation requirements, regardless of previous performance. As per the college policy, “the new grade, whether higher or lower than the original grade, is used in calculating both the current semester and cumulative GPA.” The student may incur additional financial burden when registering for courses already completed.

Clinical Phase: Students in the clinical year may only request up to 2 months of deceleration. If a rotation is underway at the time of request, the entire 4-week clinical rotation must be repeated successfully prior to graduation as well as any other missed coursework. When rejoining the program, any revisions in curriculum requirements and policies of the subsequent clinical class cohort the student has moved into apply. The student may incur additional financial burden when registering for courses already completed.

Deceleration automatically results in delayed graduation. Students are fully responsible for any additional tuition and fees, including changes in tuition and fees resulting from deceleration. Students are advised to discuss these issues with the college’s Financial Aid Office prior to making any decisions regarding requesting deceleration and/or returning to the program if granted the option of deceleration.

GRADING SYSTEMS

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

93.5 - 100	A	4.0
89.5 - 93.4	A-	3.7
85.5 - 89.4	B+	3.3
79.5 - 85.4	B	3.0
↑ Satisfactory Performance ↑		
=====		

↑ Unsatisfactory Performance ↑		
76.5 - 79.4	B-	2.7
74.5 - 76.4	C+	2.3
72.5 - 74.4	C	2.0
70 - 72.4	C-	1.7
<70	F	0

CREDIT TRANSFER

Students will not be excused from taking any courses in the PA Program. All courses must be taken at Springfield College. No course substitutions are allowed.

SPRINGFIELD COLLEGE HARASSMENT POLICY

See the Springfield College Student Handbook for the harassment policy, pages 63-64. The program will defer to the college policy when dealing with cases of harassment. Refer to Brightspace classroom's for up to date links.

ACADEMIC HONESTY

The practice of medicine requires sound judgment, honor, and integrity. All students enrolled in the Springfield College PA Program are expected to follow the Code of Conduct. Specifically academic dishonesty will not be tolerated by the program faculty or the college.

Anyone determined by the PA Program to have cheated on written examinations, quizzes, practical examinations, homework, or written assignments will receive a zero for that assignment, will be subject to disciplinary review by the Promotions Committee and it will be reported to Academic Affairs.

Refer to the Springfield College academic honesty and integrity policy

http://catalog.springfield.edu/content.php?catoid=71&navoid=1829#acad_hone_and_inte_poli

WRITING POLICY

The ability to communicate well both orally and in writing is key to being a well-educated health care provider. 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.

DIDACTIC PHASE: ASSESSMENT, REMEDIATION, AND REQUIREMENTS FOR MATRICULATION TO THE CLINICAL YEAR

Satisfactory Academic Progress Policy

Students must meet the minimum professional and academic standards each semester throughout the Program, and be in good standing with the Program, in order to matriculate into the clinical year. Students must achieve a minimum grade of “B” in all PA Program courses, successfully complete any necessary remedial work, and not be on professional probation to be considered in good standing with the Program. Students who fail to meet these standards may be placed on academic or professional probation or could be considered for dismissal from the Program. The academic progress of all students is tracked each semester by the Promotions Committee to ensure that all learners meet program standards.

EVALUATION OF ACADEMIC PERFORMANCE

At the end of every semester the Promotions Committee meets to discuss the progress of every student. The Promotions Committee ensures that each student is successfully meeting the program competencies in regards to clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, medical knowledge, and professional behaviors. In the case of students experiencing difficulties in achieving the program competencies, the committee recommends whether these students should be promoted, promoted upon completion of remedial work (academic/professional probation), or dismissed.

Academic probation is a conditional status that is assigned when a student has an unsatisfactory academic performance. Unsuccessful performance of 1 or 2 courses in a single semester or throughout the didactic year will result in being placed on academic probation, and remedial work will be offered. If the student is not successful in completing the remedial work they will be dismissed from the program. If the student has unsatisfactory performance in a third course the student will be dismissed from the program.

- Unsatisfactory performance in 1 or 2 PA program course(s) (Final grade <B)
 - Status: Academic Probation with Remedial work offered
 - Successful completion of Remediation- Remain on Academic Probation until the end of the didactic year.
 - Unsuccessful Remediation-Dismissed from PA Program
- Unsatisfactory performance in 3rd PA program course (Final grade <B)
 - Status: Academic Dismissal

Remediation

Remediation is a process to improve the knowledge base, study process and testing proficiency of deficient course material. To ensure that all students achieve a minimal threshold of content proficiency, learners who have not met academic or professionalism standards will be offered remediation.

If remediation is offered, the course director will arrange the remediation process and type of work to be completed. See the individual course syllabi for more details. The goal of the remediation process is to identify areas of content deficiency, improve study strategies, uncover and address barriers to learning, and connect the student to resources as needed. The course director will contact the student in regards to the course failure and set up a meeting time to discuss the remediation process. This meeting will take place after the promotions meeting which is usually

scheduled on the last Thursday of the semester (after final exams). Remediation of course content may include retaking an exam or performing additional assignments to demonstrate proficiency.

At the successful completion of the didactic phase (first 15 months) academic probation standing is lifted and the clinical year remediation policy becomes effective.

Academic Dismissal: If dismissed from the PA Program, the student has the opportunity to request an AHSEC hearing. See Ad Hoc Student Evaluation Committee Review below. The AHSEC will make a recommendation to the Program Director as to whether or not the student should be allowed to decelerate.

Each student will have only one lifetime opportunity to decelerate (see deceleration policies above). In addition, because the courses offered each semester are interrelated and dependent, students are required to repeat all PA didactic courses (PAST/BIOL) by reregistering, attending all classes, and passing all evaluation requirements. As per the college policy, “the new grade, whether higher or lower than the original grade, is used in calculating both the current semester and cumulative GPA.”

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

The following rules and regulations reflect the minimum academic and behavioral standards expected of students during the didactic year of the program. In order to complete the didactic year, students must

- A. Earn at least a “B” in all PA Program courses.
- B. Attend all classes, lectures, seminars, and other learning activities as dictated by the course instructors.
- C. Attend all assigned clinical experiences and complete the work associated with patient encounters in these assignments.
- D. Be present and on time for all examinations (see individual course syllabi).
- E. Meet at least once a semester with assigned advisors.
- F. Attend PA Program approved classes to obtain AHA Cardiopulmonary Resuscitation (CPR) and Advanced Cardiac Life Support (ACLS) certification. All certifications must remain current while enrolled in the PA program.
- G. Demonstrate professional behavior consistent with the PA Program Code of Conduct.
- H. Successful performance on the PAEA PACKRAT Exam. The PAEA PACKRAT is a self assessment tool administered to all students at the end of the didactic phase. This 225 question examination is based on the NCCPA blueprint and follows the PANCE exam in topic weight. A satisfactory score is defined by a score 0.5 standard deviations below the national mean. Students scoring below this threshold will be tasked with remediation activities prior to beginning the clinical year.

CLINICAL ROTATION YEAR EXPECTATIONS

Clinical rotation year information, including specific course requirements for each clinical rotation site, can be found on Brightspace. Springfield College PA students are required to comply with all policies in a timely manner including clinical site ID badge collection, completion of clinical rotation required paperwork, maintaining annual physical, immunizations, and PPD within the mandated time and the sharing of this information with the PA Program. Students are expected to respond to all requests from the clinical team, and administrative associate in a timely manner. Non-compliance is a matter of professionalism and will be referred to the promotions committee for disciplinary review.

Students are responsible for all costs associated with clinical rotations, including travel, parking, housing, and living expenses. Students are also responsible for the costs associated with clinical attire and diagnostic equipment, and background checks.

New Clinical Rotation Site Development

The program has the responsibility for arranging the clinical instruction and supervision of each student. The program welcomes students' suggestions and referrals to new clinical sites. However, the student must first discuss a new site with the Directors of Clinical Education prior to initiating contact with a new site. The PA Program will evaluate the site and is responsible for the affiliation agreement. The program does not guarantee that site information provided by a student will result in a rotation opportunity. The Program's decision to allow a student to do a rotation outside of the rotation network will depend on the Program's need, as well as the student's academic performance and professional behavior.

The program will consider a new clinical rotation site with the following guidelines:

- The clinical rotation is an elective or a needed new rotation site.
- The clinical rotation cannot be with a family member or significant other.
- The primary goal of the clinical rotation must be teaching rather than hiring a student.

If the new clinical rotation site is approved, the following apply:

- All expenses incurred by the student are the student's responsibility regardless of rotation location
- Regardless of distance, students must return for EOR Days from all clinical rotation sites.
- The student may not change the dates of attendance or switch to a different rotation
- An affiliation agreement must be in place 3 months prior to the student's rotation.

CLINICAL YEAR: ASSESSMENT, REMEDIATION AND REQUIREMENTS FOR GRADUATION

The following rules and regulations reflect the minimum academic and behavioral standards expected of the students during the clinical year of the program. In addition to strictly complying with all of the rules, regulations, policies, and procedures of the college and the program, the student must:

- Successfully complete clinical rotations including Inpatient Medicine I & II, Family Medicine I& II, General Surgery, Emergency Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry, and Preceptorship I & II with a grade of "B" or better.
- In addition to receiving a course grade of "B" or better in each clinical rotation, specific components within the rotation must be successfully completed as outlined below.

- Preceptor Evaluation of the Student: All students must receive a score at or above the level of “PA student” in each of the EPA competency areas.
- End of Rotation Exam: All students must score 75% or better. For reference, an 80% score is equivalent to an exam score 0.5 SD below the national average.
- Typhon patient logging: Each course syllabus outlines the required Typhon patient logging for each course. If a student fails to log the required patient encounters the student will need to meet with the course director to develop a plan to remediate the missing benchmarks. This may result in the necessity to repeat a rotation which will result in delay of graduation.
- End of Rotation Exam Score Breakdown & Potential Remediation
 - Students who score above a 75% (1.0 SD below the national average): No additional work
 - Students who score below 75%: will have one additional attempt to pass. Students will be notified on Friday evening if they scored below the 75% and will need to repeat the exam on the following Monday morning.
 - Students may only repeat the course specific EOR once. The highest grade that will be recorded on the second exam is 75%.
 - If a score of 75% is not achieved on the repeat exam- the student will receive a B- for the rotation and will fail the rotation (See Clinical Rotation Failure below).
 - Students who score below a 75% on >2 EORs will be placed on academic probation and additional work will be required.
- Failure of a clinical rotation preceptor evaluation will result in failure of that rotation regardless of the grade on the end of rotation exam.

Clinical Rotation Failure

- Failure of a clinical rotation course will result in the student being placed on academic probation.
- If a repeat rotation is required (failure of the preceptor eval of the student, or failure of the repeat EOR) this will delay the students progress by a total of 8 weeks, 4 weeks of remediation and 4 weeks to repeat the rotation. This will automatically result in a delay of graduation and additional financial burden may be incurred.
- Failure of a clinical rotation will require the student to register for the repeated rotation. The original rotation grade will not be replaced on the official transcript.
- Remediation of the Preceptor Eval of the Student and/or EOR will take four weeks to fully remediate the identified deficiency(ies). The remediation process will necessitate removal from the students next scheduled rotation. A plan for remediation will be developed by the Clinical Education Director(s) and Program Director to remedy the student’s deficiency.
- A remediation contract will be completed by the Clinical Education Director(s) outlining the remedial work.
- After successful completion of the remediation process the student will be assigned a repeat rotation.
- Failure to complete the remediation work or the repeat rotation will result in dismissal from the program.
- Failure of two rotations will result in dismissal from the program.

CLINICAL YEAR ASSESSMENTS

Summative Examination

A summative practical and written examination will be given in the final semester to assess medical knowledge, clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, and professional behaviors. The PA student must show competence in all areas in order to graduate from the program. If necessary, remediation will be mandatory in all areas until the minimum competence is achieved. Refer to PAST 660 syllabus for more details.

Competency Evaluation Process

The Springfield College PA Program recognizes that there are a number of skills required in developing and attaining clinical competence that all PA students must acquire in order to be effective clinicians. As such, the program will utilize several measurable areas drawn from the ARC-PA accreditation standards as well as the PA core competencies in order to monitor and ensure that individual students are progressing and meeting our program-determined minimums.

Patient Encounter Log Minimums

In addition to individual clinical rotation requirements, the program has established yearly minimum patient encounter numbers for:

- Each patient population
- Setting
- Encounter type
- Surgical management
- Age group
- Specialty visit

As listed, each domain corresponds with a different clinical care aspect. Each domain has a set minimum total that must be achieved by every student to ensure a broad exposure to the health care system. Minimum requirements listed should be considered just that, minimum requirements. Going above and beyond these will better ensure student success.

It is expected that a single patient interaction will likely meet the criteria for several domains. For example, a 40 year old patient may present acutely to the outpatient clinic for a behavioral medicine complaint to the student who is currently on a family medicine rotation. The student would be able to log an encounter that counts towards patient population, setting, encounter type, age group and specialty visit.

Clinical students should only log interactions where they played a partial or full role in the care of the patient. Interactions that only involve observations or shadowing, while valuable, should not be logged towards these minimums.

Direct Observation of Procedural Skills (DOPS)

DOPS forms are a method for assessing the clinical competence of students by a preceptor on a variety of procedural skills. The minimum procedural skills are listed on the form but students are encouraged to have the preceptor's sign off on any and all higher level procedural skills the students perform.

Procedures may be logged at any time during the clinical phase, when they occur and need not be relegated to a particular rotation. Each student must complete the DOPS form in its entirety by the end of the clinical year. The form will be submitted at the end of each rotation to track progress towards meeting this goal.

Springfield College PA Program Yearly Patient Encounter Minimum Competencies

A - Rotation	Minimum Competency
Family Medicine	250
Internal (Inpatient) Medicine	150
General Surgery	100
Pediatrics	100
OB/GYN (Women's Health)	80
Psychiatry (Behavioral Health)	60
Emergency Medicine	100
Preceptorship (Elective)	150

B - Setting	Minimum Competency
Outpatient	500
Emergency Department	100
Inpatient	250
Operating Room	25

C - Encounter Type	Minimum Competency
Preventative	250
Chronic	350

D - Surgical Management	Minimum Competency
Pre-op	25
Intra-operative	25
Post-op	25

E - Age Group	Minimum Competency
Infant (< 1 year of age)	20
Child (age 1-11)	50
Adolescent (age 12-21)	50
Adult (age 22-65)	500
Elderly (>65 years of age)	250

F - Specialty Visit	Minimum Competency
Prenatal	30
Gynecologic	60
Behavioral Health	80

G - Procedural Skills	Minimum Competency
NG Tube Placement	Shows How
Apply a Splint/cast	Shows How
EKG Interpretation	Shows How
IM Injection	Shows How
Incision & Drainage	Shows How
IV Catheter Placement	Shows How
Pelvic Examination	Shows How
Well-child Check	Shows How
Wound Closure - Emergent	Shows How
Wound Closure - Surgical	Shows How
Aseptic Technique	Does

Procedural Skills Grading Terminology

Shows How: The student can perform the task in a supervised situation. The student requires no intervention. The student performs within expectations.

Does: The student can perform the task in an independent manner. The student requires no intervention. The student performs within expectations.

Advanced Skills: Procedures not included in this list should still be documented and signed off by the preceptors.

Deficits in particular areas of competence will be monitored and remediated in a timely manner as needed. In general the program expects each student to acquire 1/3 of the required minimums by the end of each semester. If significant deficiency is found the student will need to meet with the clinical team to develop a plan for successful completion. This may include increased clinical time or didactic review. In addition, the program will continuously monitor these outcomes to ensure student success and programmatic self-improvement.

APPEAL PROCESS

Grade Appeal

Students enrolled in the PA Program have the right to appeal a specific grade or course final grade. The process begins with the student requesting a meeting with the course instructor to discuss the grade appeal. If the student feels they were treated unfairly, the student may pursue the review with the Program Director and Dean, in that order. A written request to the Program Director describing the circumstances of the appeal must be submitted within one week of the notification of the disputed grade. Students may use the Springfield College Academic Grievance process to appeal to the Dean if unsatisfied with the departmental grade appeal decisions. Due to the scheduling of PAST courses, this must be accomplished prior to the beginning of the next academic semester.

Please refer to the Springfield College Student Handbook for further details on the grade appeal process.

Ad Hoc Student Evaluation Committee Review

Students may request deceleration after dismissal from the PA Program. This process requires a request for an Ad Hoc Student Evaluation Committee (AHSEC) meeting. The process is outlined below.

Reasons for dismissal from the program may include, but are not limited to, poor academic achievement, academic dishonesty, and/or other violations of the PA Program Code of Conduct. While the request is in process, the student may NOT continue in program activities. The AHSEC will consist of one Springfield College PA Program faculty member not directly involved with the student's dismissal and at least two (2) other members from the faculty of Springfield College. The following procedure will be followed:

- Any student wishing to request an AHSEC from the program must submit a written request for a meeting with AHSEC to the Program Director within two weeks of receiving notification of dismissal. The student must clearly specify in writing why they should be given the opportunity to decelerate. The student should meet with their academic advisor for guidance in writing the request. The letter should include a reflection of what led to the student's dismissal and what steps will be taken to assure success if given the opportunity to decelerate.
 1. The Program Director will form an AHSEC within two weeks from receipt of the written request letter.
 2. The AHSEC will review all the facts along with any supporting documentation from the student and faculty. The request letter should be specific enough so that members of the committee will have a clear understanding of the student's reason for the request. The student may be asked to present a statement concerning the dismissal to the AHSEC during a formal meeting of the committee. The AHSEC will notify the Program Director of their recommendation within 3 business days.
 3. The Program Director will notify the student in writing of the program's final decision within five business days after receiving the AHSEC's recommendation.
 4. There is no further recourse for appeal in the program.

In general the AHSEC will either uphold the dismissal decision or recommend that the student be allowed to decelerate. If deceleration is recommended, the committee will also recommend a date of return. Any students dismissed from the program during the didactic year will be required to decelerate to a new cohort and must follow the deceleration policy as above. Students dismissed from the clinical year may be allowed to decelerate to the start of the clinical year, at the AHSEC discretion. If allowed to decelerate to the start of the clinical year, additional academic requirements may be required before recommencing rotations.

PROFESSIONAL ORGANIZATIONS

- A. Physician Assistant Student Organization (PASO)
Springfield College allows PA students to gather together for the purpose of friendship, support, professional development, and community service.

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

- C. Massachusetts Association of Physician Assistants (MAPA)
MAPA is a 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 required to join all of the above organizations. AAPA and MAPA membership are paid through a program fee.

PROGRAM FACULTY AND STAFF

Brooke Hallowell, PhD, CCC-SLP, ASHA Fellow Dean School of Health Sciences (413) 748-3820	Meghan Migeon DMSc, MS, PA-C Professor Program Director (413) 748-3558
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SC PA Professional Phase Handbook

Jamie Moore DScPAS, PA-C Assistant Professor Didactic Instructor (413) 748-3541	Rebecca Rosenstein MD Medical Director (413) 748-3554
Roxanne R. Sprague, MCMSc, PA-C Associate Professor Didactic Instructor (413) 748-3931	Loni Kearney, MS, PA-C Assistant Professor Didactic Instructor (413) 748-3518
Christine Niedbala MS, PA-C Assistant Professor Didactic Instructor (413) 748-3515	Sara McGowan MS, PA-C Assistant Professor Clinical Education Co-Director 413-748-4750
Melinda Connors MS, PA-C Assistant Professor Clinical Education Co-Director (413) 748-3514	Sara Waterman, BS Administrative Associate (413) 748-3554
Adjunct Faculty	
Melissa Miles, MS, PA-C Jenn Alix, MS, PA-C	Luanne McClowsky DMSc, PA-C Kelly Gildea, MS, PA-C Sarah Delisle MS, PA-C Hannah Boylan MS, PA-C

PROFESSIONALISM SELF EVALUATION DIDACTIC YEAR

Didactic Year Advising Form

1. How well are you adjusting to the didactic year curriculum?

Poor 1 – 2 – 3 – 4 – 5 Excellent

2. I am receiving the support that I need academically.

Disagree 1 – 2 – 3 – 4 – 5 Agree

3. How are you studying? (Check all that apply)

- On my own
- In a group with other students
- Reading textbook(s)/assigned readings
- Reading Powerpoint presentations
- Listening to recorded lectures
- Meeting with faculty to address questions within a course
- Other _____

4. How would you rate your level of professionalism?

Poor 1 – 2 – 3 – 4 – 5 Excellent

5. Do you have any questions or concerns regarding professionalism? (demeanor, attire, punctuality, etc)?

6. Are you aware of these college resources? (Indicate by checking the box)

- Counseling Center
- Health Center
- Academic Success Center

7. How is your emotional wellbeing?

Poor 1 – 2 – 3 – 4 – 5 Excellent

8. How would you rate your stress level?

Low 1 – 2 – 3 – 4 – 5 High

9. How are you dealing with stress? (Select all that apply)

- Exercise
- Talking with family/friends
- Counseling
- Spiritual activity
- Mindfulness/meditation
- Gratitude journal

10. Would you like to request an in-person advising meeting, if so, please indicate areas you would like to discuss

Semester -----

Student Signature -----

Advisor signature -----

PROFESSIONALISM SELF EVALUATION CLINICAL YEAR

Clinical Year Student Advising Form

1. How well do you feel that you are adjusting to the clinical year curriculum?

Poor 1 – 2 – 3 – 4 – 5 Excellent

2. How well did you feel you are adjusting to working with members of the healthcare team?

Poor 1 – 2 – 3 – 4 – 5 Excellent

3. How well do you interact with patients?

Poor 1 – 2 – 3 – 4 – 5 Excellent

4. Have you been unsuccessful on an end of rotation examination (EOR)?

Yes

No

5. If yes, describe the factors that you feel contributed to the unsuccessful grade

6. Do you have a plan to study for upcoming EOR examinations?

Yes

No

7. Describe your plan to prepare for the PANCE

8. How would you rate your level of professionalism?

Poor 1 – 2 – 3 – 4 – 5 Excellent

9. Do you have any questions or concerns regarding professionalism? (demeanor, attire, punctuality, etc)?

10. Do you have any concerns regarding the way people perceive you?

- Yes
- No

11. What questions or concerns do you have about your clinical rotations?

12. How is your emotional well-being?

Poor 1 – 2 – 3 – 4 – 5 Excellent

13. How would you rate your stress level?

Low 1 – 2 – 3 – 4 – 5 High

14. Are you aware of these college resources? (Indicate by checking the box)

- Counseling Center
- Health Center
- Academic Success Center

15. Would you like to request an in-person advising meeting, if so, please indicate areas you would like to discuss

Semester -----

Student Signature -----

Advisor signature -----

PROFESSIONALISM INCIDENT REPORT

Student: _____ Advisor or Faculty Completing Form: _____
 Date: _____

This form will be used to document and evaluate professionalism issues and concerning student behaviors. It will be completed as needed by program faculty/adjuncts in the presence of the student, the student’s academic advisor (if available) and the Program Director or an additional program faculty member. This feedback may be informational or may result in a written warning, professional probation, or dismissal from the program. 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 demonstrates a serious/grievous professionalism issue as deemed by the Departmental Promotions Committee may be immediately dismissed.

Professionalism / Behavioral Category of Concern	Isolated Occurrence	Repeatedly Concerning	Grievous/ Unacceptable
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)			

Detailed account of incident or behavior: *(If commenting on more than one behavior or incident or more space is needed, use back of form.)*

Date Behavior(s) Observed: _____ Associated Course: _____

Setting: _____

Faculty Comments:

Student Comments:

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

Disposition: Professionalism Incident Report Written Warning Professional Probation Dismissal
(circle as appropriate)

Advisor or Faculty Completing Evaluation: _____ Date: _____

Student: _____ Date: _____ or Student refused to sign

Program Director Review: _____

ACCIDENT/INCIDENT REPORTING FORM

SPRINGFIELD COLLEGE
PA PROGRAM
ACCIDENT/INCIDENT REPORTING FORM

Name:		SSN:
STUDENT or EMPLOYEE	GENDER:	DOB:
Home Address: (Number, Street, City, State, ZIP)		
Springfield College Address: (Residence Hall/Department)		Telephone:
Date and Time of Injury/Accident:		Scene of Injury/Accident:
Source of Injury: (equipment, wet floor, loose tile, etc.)		
Witness: YES or NO	Name of Witness:	
Describe what happened:		
Location of Injury: (left ankle, right index finger, etc.)		
Disposition:		
Signature:		Date:
Title/Occupation:		
Name and Title of Person Preparing Form: (if not injured party)		Date:
This form may be photocopied		

EXPOSURE POLICY AND PROTOCOL

SPRINGFIELD COLLEGE
PA PROGRAM
EXPOSURE POLICY AND PROTOCOL

In the event that a student is exposed to a known, unknown, or potentially infectious source, eg, needle stick, laceration/abrasion, bite, ingestion, inhalation/droplet, splash, or other exposure to bodily fluids, the following procedure is to be followed without delay.

Remove yourself from the immediate area to begin decontamination procedures. Clean the wound and surrounding area with soap and water (for needle stick or other exposures with open skin) or flush eyes, nose, and mouth with copious amounts of water (for a splash to face).

Inform your preceptor, immediate supervisor, and/or other staff member of the exposure and injury (if applicable). The clinical staff should alert the infection control/bloodborne pathogen contact person. If the clinical staff or contact person has questions about the course of action or evaluation of exposure risk, have that person contact the PA Program clinical education director or Program Director directly.

Immediately contact the clinical education director via cell phone (Sara McGowan 413-454-4509 or Melinda Connors 413-522-1889). If unable to reach the clinical education director, contact the Program Director (Meghan Migeon 413-775-3397). You must make direct, personal contact; voicemail is not sufficient notification. Obtain information regarding the policies and procedures of your clinical site, if possible, prior to calling.

Complete the Bloodborne Pathogens Exposure Report-See below.

If your clinical site has an exposure protocol in place, follow all policies and procedures outlined. This may entail your being seen in the emergency department or employee/occupational health for initial screening and treatment.

If there is no protocol in place or if there is any confusion or inconsistency regarding procedures, inform your preceptor that you have been instructed by the PA Program to leave the clinical site immediately to seek prompt medical evaluation, screening, and treatment. You will then proceed directly to an emergency department.

Inform the clinical education director when you have completed the above steps to determine when you should return to your clinical site.

Follow-up after initial decontamination, labs/screening, and treatments must be made. This may be with the clinical site (if local protocols were followed), an occupational health clinic, the Springfield College Health Center, an infectious disease specialist, or your primary care provider as appropriate.

Since students are not considered employees of either the clinical site or Springfield College, they are not covered under workers' compensation insurance programs. Payment for all evaluations, treatments, and follow up is the responsibility of the student. Bills and costs may be submitted to your medical insurance, depending on coverage and individual insurance policies.

BLOODBORNE PATHOGEN EXPOSURE REPORT

SPRINGFIELD COLLEGE
PA PROGRAM
BLOODBORNE PATHOGEN EXPOSURE REPORT

In case of exposure to bloodborne pathogens, complete this form and submit a copy to the evaluating and treating facility provider and retain a copy for the program Clinical Education Director. Complete all four pages of the following form. A facility-specific form may be substituted for this report if one has already been completed.

Date of Exposure:	Time of Exposure:
Date of Report:	Time of Report:

Exposed Individual's Information:

Name: (Last, First, MI)	
Gender:	Date of Birth:
Address: (Number, Street, City, State, ZIP)	
Telephone:	Second Phone:
Employment Status: STUDENT FACULTY STAFF OTHER	Springfield College ID Number:

Person Completing Form: (name, title)	
Signature:	Date:

Exposed Individual's Initials:		Date of Birth:
Place (facility, department, clinical site) where the exposure occurred:		
Supervisor/Individual in charge of the area where the exposure occurred:		
Supervisor/Individual in Charge Role: PRECEPTOR SUPERVISOR STAFF OTHER		
Supervisor/Individual in Charge Phone Number:		
Witness 1: (name, title, phone)		Witness 2: (name, title, phone)
Source of Exposure: (circle all that apply)	Blood/Blood products Body fluid with visible blood Body fluid without visible blood Solution with visible blood Solution without visible blood Vaginal secretions Seminal fluid	Cerebrospinal fluid Synovial fluid Pleural fluid Amniotic fluid Pericardial fluid Peritoneal fluid Other:
Mechanism of Exposure: (circle all that apply)	Needlestick/Sharps accident type of device: _____ Mucous membrane contact eyes nose mouth other	Human bite Skin contact broken chapped abraded dermatitis
Activity Leading to the Exposure (circle all that apply)	Giving an injection Handling waste products Handling lab specimens Performing an invasive procedure procedure: _____ Handling a disposal box	Recapping a needle Discarding a needle Handling an IV line Controlling bleeding Cleaning a blood spill Other:
Anatomical location of exposure:		
Personal protective equipment in use at time of exposure:		
Describe any injuries:		
Estimated time interval from exposure until medical evaluation:		

Exposed Individual's Initials:	Date of Birth:
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Actions Taken after the Exposure:

YES or NO	Was the area washed with soap and water (or other appropriate cleanser) or was the area flushed with water?
YES or NO	Did the injury bleed freely?
YES or NO	Was a topical antiseptic applied?
YES or NO	Was the preceptor/supervisor notified?
YES or NO	Was the Infection Control Officer of the site notified?
YES or NO	Was the exposed individual referred for medical evaluation/treatment?
	Where was that evaluation/treatment received?
YES or NO	Was the School/Program Faculty notified?
	Who was notified? CLINICAL DIRECTOR or PROGRAM DIRECTOR
YES or NO	Was follow-up scheduled for re-evaluation?
YES or NO	Was the clinical site made aware of the approximate date of return?
	What is the approximate date of return?
Narrative Description of the Incident (include the nature and scope of any personal injury):	