This student policy manual may not be changed or duplicated without the express written permission of the Towson University • CCBC Essex Physician Assistant Program Governing Committee.

*Students are required to abide by the Student Policy Manual as set forth for each Class. It is the student’s responsibility to read the manual and become familiar with the policies and principles detailed within the document. The manual is to be used as a reference, along with faculty advisors, other faculty, and the Program Director, as needed throughout the student’s tenure with the Program.*
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INTRO AND STUDENT WELCOME

The faculty enthusiastically welcomes the PA Program Class of 2019 and wishes all of you success in completing the program. The start of a new class is second only to graduation day for the program faculty.

The Towson University • CCBC Essex Physician Assistant Program Student Policy Manual is an annual publication that provides students with information on the PA Program, CCBC, Towson University, resources available to students, and administrative policies. This edition goes into effect June 2017. Administrative and academic policies outlined here apply to the Class of 2019 only and are subject to change.

Students should carefully read this publication prior to orientation and come prepared to ask questions if applicable. Adherence to policies and guidelines contained in this document is required of all students and faculty.

Year I refers to students attending the first summer, fall, winter and spring semesters. These students use the designation PA-SI (PA Student Year I). Year II refers to students matriculating in the second summer, fall, winter semesters through the summer semester of the graduation year (Summer 2019). These students use the PA-SII designation.
# PROGRAM FACULTY AND STAFF

<table>
<thead>
<tr>
<th>Position</th>
<th>Contact Person</th>
<th>Phone #</th>
<th>Email</th>
<th>Room Number</th>
</tr>
</thead>
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HISTORICAL BACKGROUND

The title *Physician Assistant* refers to individuals who are licensed to practice medicine with the supervision of licensed physicians. The first physician assistants graduated from Duke University on October 6, 1967. Currently, rapid growth has led to the development of more than 170 programs nationwide. More than 100,000 graduates practice as PAs in the US. Internationally, more and more countries are looking to the US Physician Assistant model to meet their citizen’s healthcare needs.

The Essex Physician Assistant Program, the oldest and most well-established program in Maryland, began in 1972. The collaborative effort of CCBC and Towson University began in June 2001, and the PA Program is now known as the Towson University • CCBC Essex PA Program. More than 1,000 program graduates are employed in a wide variety of medical settings in regional, national, and international locations.

The CCBC Essex campus of approximately 147 acres is located in a wooded setting in eastern Baltimore County. Nine major academic buildings house classrooms, laboratories, offices for faculty and staff, and special facilities such as the library, the community center, the theater, and Allied Health Career Program laboratories. Franklin Square Hospital Center occupies 100 acres adjacent to the college and provides a convenient site for shared clinical education activities. Tree-lined parking areas, pedestrian plazas, large lawns, and special gardens complete the campus environment.

Towson University is the largest university in the Baltimore region and the second largest university in the University System of Maryland. It enrolls approximately 20,000 students, of which over 3,000 are graduate students. The university is situated on a beautifully landscaped 328-acre campus in the suburban community of Towson, just eight miles north of downtown Baltimore. For additional information about the university, visit its web site at [http://www.towson.edu](http://www.towson.edu).
**Physician Assistant Program Overview**

The Towson University•CCBC Essex’s Physician Assistant Program provides a generalist foundation to establish the necessary competencies for practice in diverse medical settings. Throughout the program, students acquire skills in six areas:

1. Medical knowledge
2. Interpersonal communication skills
3. Patient care
4. Professionalism
5. Practice-based learning and improvement

The program ensures that during students’ training and professional careers they abide by:

- the Physician Assistant Statement of Values (Appendix A)
- the Physician Assistant Essential Functions (Appendix B)
- the Competencies for the Physician Assistant Profession jointly set forth by NCCPA, ARC-PA, AAPA and PAEA (Appendix C)

Each Physician Assistant’s (PA’s) scope of practice is defined by education and experience, state law, facility policy, and physician delegation. Working as members of physician-directed teams, PAs seek and embrace a physician-delegated scope of practice. State laws allow physicians broad delegatory authority, which fosters customized team care. Educated in this medical model, PAs practice with physicians in every specialty and setting. In facilities, PAs are usually credentialed and privileged through the medical staff office.

PAs are educated in the medical model and work as member of physician-directed teams. The boundaries of each PA’s scope of practice are determined by four parameters: education and experience; state law; facility policy; and the supervising physician’s delegatory decisions. Each boundary must be adequately constructed in order to promote effective patient-centered care. (Content taken from: [www.aapa.org](http://www.aapa.org))
The Physician Assistant Program seeks to

- Assure that the education provided to its graduates meets expectations of the medical community and complies with the ARC-PA Standards
- Promote the continuing education of program graduates
- Provide career opportunities to individuals from all socioeconomic background regardless of gender, race, religion, sexual orientation, or national origin.

The Physician Assistant Program’s Core Values

- Prepare students in a learning-centered environment
- Professionalism in compassionate and ethical medical practice
- Cultural diversity within the learning environment
- Cultural sensitivity and advocacy for addressing health care disparities
- Information literacy and life-long learning
- Inter-professional team practice
- Representing and advocating for the PA profession

Physician Assistant Program Graduates will

- Promote the public's interest and the patient's needs before any other considerations
- Act as ethical health care professionals who advocate for patient needs
- Provide patient education and preventive health care services
- Demonstrate a commitment to lifelong learning
- Work with other health care professionals in providing coordinated health care
- Demonstrate their commitment by assuring that health care services are accessible and compassionate.
OVERARCHING EDUCATIONAL OBJECTIVES

Educational Objectives

With the supervision of a physician, practice medicine across the lifespan, including but not limited to the following, program graduates will be able to:

- Conduct health assessments and providing preventive health services
- Perform histories and physical examinations
- Evaluate health status and diagnosing disease
- Formulate management plans for routine health maintenance, acute and chronic illness, and emergent conditions
- Perform clinical procedures and surgical skills in a safe and efficacious manner
- Provide counseling and health education
- Evaluate outcomes of care
- Demonstrate awareness of cultural diversity and sensitivity to multicultural healthcare issues.
- Provide leadership in medical ethical decision-making across a variety of practice settings.
- Effectively advocate for the enhancement of health care delivery in the public arena using a variety of strategies.
- Provide leadership in health care organizational systems.
- Analyze research literature for use in the practice of evidence-based medicine.
- Participate in research studies designed to contribute to the knowledge base in medicine.
- Contribute to the education of health care professionals in academic and clinical setting

Clinical Practice Objectives

Graduates will practice medicine, with the supervision of a licensed physician, performing the following tasks in a safe, efficient, and accurate manner.

1. Screen patients to determine need for medical attention
2. Review patient records to determine health status.
3. Elicit comprehensive or focused medical histories.
4. Perform complete physical and screening examinations on patients of all age groups.
5. Make initial diagnoses based on patient complaints, physical findings, and laboratory study results.

Student Policy Manual—Class of 2019
a. Assess the patient’s problem(s), identify the appropriate diagnostic procedures and discuss differential diagnosis based on signs, symptoms and initial laboratory results
b. Interpret the routine hematological, cytological, bacteriologic, and chemical tests, CBC, differential platelet counts, granulocyte counts, and serum electrolyte levels, etc.
c. Identify the diseases with which abnormal findings are most often associated
d. Identify tests needed to monitor a patient’s condition and/or effectiveness of the therapy
e. Order, interpret, and as appropriate, perform diagnostic studies
f. Perform follow-up evaluation of previously diagnosed illnesses
g. Perform clinical procedures as required.
6. Perform basic skills and a variety of clinical procedures.
7. Assist in surgery
8. Formulate and implement patient management plans including writing prescriptions and issuing medical orders and referrals
9. Evaluate and initiate management for emergency situations.
10. Provide counseling, patient and family health education, and health risk assessment including:
    b. Initiate requests for patient services including home health care, school testing and evaluation, and public health services.
    c. Teach patients the procedures for recommended self-examinations.
11. Provide ethical healthcare.
12. Demonstrate critical evaluation skills; demonstrate proficiency in evidence-based medicine and life-long learning skills.
13. Demonstrate effective written and oral communication skills. (Report and record patient data. Write prescriptions and medical orders.)
14. Possess a sense of responsibility to medically underserved communities.
15. Demonstrate awareness of issues of cultural diversity
16. Demonstrate sensitivity to different cultures.

**LEARNING OUTCOME EXPECTATIONS**

Upon completion of the Physician Assistant Program, the PA student will balance knowledge and skills by incorporating the listed program professional competencies that occur in each course’s specific tasks, objectives, and goals. Each PA student will achieve the ability to perform competently in the primary care setting and to successfully treat patients throughout the lifespan.
Complete 3 major learning objectives through practice-based learning.

1. Investigate and evaluate your care of patients
2. Appraise and assimilate scientific evidence
3. Continuously improve patient care based on constant self-evaluation and life-long learning
   - Identify strengths, deficiencies, and limits to one’s knowledge and expertise
   - Set learning and improvement goals.
   - Identify and perform appropriate learning activities.
   - Systematically analyze practice, using quality improvement methods, and implement changes with the goal of practice improvement.
   - Incorporate formative evaluation feedback into daily PA practice.
   - Locate, appraise, and assimilate evidence from scientific studies and other reliable resources related to their patients' health problems.
   - Use information technology to optimize learning.
   - Participate in the education of patients, families, students, and other health professionals, as documented by evaluations by faculty and/or other learners.

Express your ideas, analysis, and clinical reasoning methods in the performance of direct patient care.

- Comprehensive clinical data gathering (selecting the appropriate historical information; physical examination; selecting appropriate cost-effective diagnostic studies)
- Compiling a logical problem list and applying clinical reasoning
- Demonstrating problem solving abilities in a given patient scenario
- Discerning the most likely differential diagnoses
- Demonstrating knowledge of the application of management techniques and follow-up
Communicate your comprehension of medical knowledge during the program’s evaluation process.

- Oral presentations from selected topics (e.g., grand rounds, clinical practicum sessions, capstone project presentations)
- Group collaboration
- Completion of tutorial sessions, written reports, assigned tasks, practice examinations, and graded examinations of general medical knowledge

Demonstrate an awareness of the larger context of health care, as well as the ability to call on resources in a “system based practice.”

- Work effectively in various healthcare delivery settings.
- Coordinate patient care within the various assigned healthcare settings.
- Incorporate considerations of cost awareness and risk benefit analysis in patient care.
- Demonstrate advocacy for quality patient care and optimal patient care systems.
- Work in inter-professional teams to enhance patient safety and improve patient care quality.
- Participate in identifying system errors and implementing potential systems solutions.

Incorporate knowledge of interpersonal and communication skills while performing assessments, evaluations and management of patients, as well as in interactions with families and colleagues.

- Build a provider-patient relationship through discussion.
- Gather and share information.
- Understand the patient’s perspective.
- Reach an agreement on problems and plans.
- Provide closure.
Express the concept of **excellence** in a life-long commitment to the maintenance of competence in medical knowledge.

Demonstrate a concern for **humanity** by incorporating concepts and behaviors such as a respect for patients, their rights, and their choices with regard to their medical care.

Demonstrate the ability to express **empathy** and convey **compassion** to the sick and their families as the backbone of the provider–patient relationship.

Critically appraise the concept of **accountability** as it refers to taking of responsibility for one's actions, whether in decision-making in medical care, the adherence to ethical principles or to the acknowledgement of conflict of interest.

Through the interaction with patients and colleagues, communicate the understanding of **altruism** as a principle that connotes behavior designed to benefit others.

**MINIMUM ADMISSION REQUIREMENTS**

**ESSENTIAL REQUIREMENTS**

1. Bachelor’s Degree (science/biology discipline preferred)
2. Formal acceptance to CCBC
3. Formal acceptance by Towson University
4. Acceptance into the Physician Assistant Graduate Program (through a selective admissions process)
5. **Minimum** GPA of 3.00 for the most recently completed degree. Most successful applicants will have at least 3.2 for the last 60 credits, or a 3.5 or better for a completed graduate degree
6. **Minimum of 800 hours of patient contact experience, 1600 preferred.**
7. Completion of specific undergraduate courses

   - Anatomy (or Human A&P I) 4 credits (Including 1 credit lab)
   - Physiology (or Human A&P II) 4 credits (Including 1 credit lab)
   - Biochemistry 3 credits (Lab recommended)
   - Microbiology 4 credits (Must include lab)
   - College Level Statistics 3 credits (any discipline)
ADVANCED STANDING
The PA Program does not admit students with advanced standing regardless of previous academic and/or clinical experience. PA courses completed at other institutions may not be substituted for required PA courses. All students must complete all PA (PAST) courses successfully and in the required sequence.

DESCRIPTION OF THE PA PROGRAM
The collaborative program offered by CCBC and Towson University is designed for students who hold a bachelor’s degree prior to admission, possess strong academic backgrounds, and clinical experiences.

The curriculum is approved by the Accreditation Review Committee on the Education of Physician Assistants (ARC-PA). As the sponsoring institution for the collaborative program, CCBC is responsible for assuring that ARC-PA standards for PA Programs are met. Therefore, grades and other record-keeping aspects are maintained at CCBC. The PA Program Director at CCBC is responsible for all curriculum, instruction, and program administrative matters. Students with concerns about any aspect of the program, including financial aid and Towson graduate courses must meet first with the Program Director for assistance or resolution.

*The program is a 26-month course of study that requires full-time, year-round attendance to complete all 98 credits in the required sequence to meet the specified time limits to qualify for graduation. The required TU graduate credits and CCBC undergraduate credits are all taken concurrently and most courses are held at CCBC Essex. [Please Note: the identification and designation of undergraduate and graduate courses is currently undergoing revisions. The revisions will result in approximately 50 credits from each institution during your 26 month course of study. Individual credit allocations are likely to change, primarily in your second year. You will receive timely updates of curricular revisions and the associated increases in tuition, once they have been finalized.] Towson University graduate course GPAs are calculated separately from CCBC courses. Students will receive two grade reports each semester with GPAs from Towson and CCBC. An overall PA Program GPA will also be used to track students’ progress. (*The Physician Assistant program is currently in a transition to sponsorship by Towson University and the information regarding tuition, credits, and costs is subject to revision.*
to change. It is recommended that the student review the Towson online catalog for any changes. The information contained above is correct as of 2/2017.)

Students will register for 200 level undergraduate courses with CCBC, and tuition and fees for these courses will be paid to CCBC. Students will register for 600, 700 and 800 level courses with Towson University, and tuition and fees for these courses will be paid to Towson University.

A Master of Science degree in PA Studies and a professional certificate will be awarded at the time of graduation. A student may not earn one credential (Master’s Degree or Certificate of Completion) without the other. Individuals who successfully complete the program are also eligible for certification by the National Commission on the Certification of Physician Assistants (NCCPA).

**PROGRAM PROGRESSION**

Students who do not successfully complete the course requirements for Year I will not have acquired the necessary skills to succeed in Year II courses. The program’s sequential full-time nature prevents students from repeating courses while continuing into Year II.

Students who leave the program in Year I (with permission of the Program Director) for personal reasons and have not failed a course may reapply by submitting a letter to the Program Director and Chair of the Student Progress Review Committee within 12 months of leaving the program. The letter must outline the steps the student has taken to assure success in the program. If readmitted, the student must restart the program taking for credit any course for which less than a “B” was earned. Readmitted students must audit courses for which an “A” or “B” was earned.

**YEAR I PROGRESSION TO YEAR II REQUIREMENTS**

1. A minimum 3.0 GPA for Towson University courses
2. A minimum 3.0 GPA for CCBC courses
3. No more than two “C” grades for Towson University courses
4. No more than two “C” grades for CCBC courses
5. No grades below “C”
6. A minimum of “B” for at least one of the two six-credit medicine courses (PAST 604 and 608)
7. Established minimum passing grade for the Year I summative exam
8. The established minimum grade for standardized patient OSCEs/clinical simulator testing
9. Approval of the Student Progress Review Committee (SPRC)
10. Documented demonstration of professionalism
11. Note: To be eligible for an out of state and/or international rotation, a student must be in good standing with a GPA > 3.00, no grades of “C” or below in any course, and have not received formal notification regarding remediation for academic or professional issues.

**YEAR II PROGRESSION TO PRIMARY CARE PRECEPTORSHIP REQUIREMENTS**
1. Achieve a 3.0 average in Towson University and CCBC Essex courses
2. No more than two “C” grades for Towson University courses
3. Earn no course grades below “C”
4. Achieve the minimum established score for the Year II summative examination
5. Achieve the established minimum grade for standardized patient OSCEs/clinical simulations testing
6. Approval of the Student Progress Review Committee (SPRC)
7. Successful completion of PAST 250
8. Documented demonstration of professionalism.

**REQUIRED PROGRAM SEQUENCE OF STUDY**
(Course numbers and credits subject to change)

<table>
<thead>
<tr>
<th>Summer Year I Session I—9 Credits</th>
<th>Summer Year I Session II—6 Credits</th>
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<tbody>
<tr>
<td>2      PAST 212 Public Health &amp; Prevention</td>
<td>2      PAST 214 Psychosocial Issues Med I</td>
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<td>2      PAST 224 Gross Anatomy</td>
<td>2      PAST 225 Human Pathophysiology</td>
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<td>2      PAST 236 Basic Physical Diagnosis</td>
<td>2      PAST 603 Medicine I</td>
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<td>3      PAST 226 Ethics &amp; Issues in PA Practice</td>
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<td><strong>Fall Year I—16 Credits</strong></td>
<td><strong>Winter Year I—4 Credits</strong></td>
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<tr>
<td>2      PSAST 216 Psychosocial Issues Med II</td>
<td>2      PAST 231 Diagnostic Studies II</td>
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<td>2      PAST 605 Medicine III</td>
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<td>Summer Year II—6 Credits</td>
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</tr>
<tr>
<td></td>
<td>PAST 232 Diagnostic Studies III</td>
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<tr>
<td></td>
<td>PAST 250 Intro to Clinical Practice</td>
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<tr>
<td></td>
<td>PAST 601 Research Methods</td>
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<td></td>
<td>PAST 607 Pediatrics II</td>
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<td></td>
<td>PAST 608 Medicine IV</td>
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<tr>
<td></td>
<td>PAST 610 Pharmacology II</td>
</tr>
<tr>
<td>Fall Year II—16 Credits</td>
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<tr>
<td></td>
<td>PAST 252 Clinical Practicum II</td>
</tr>
<tr>
<td></td>
<td>PAST 653 Clinical Practicum III</td>
</tr>
<tr>
<td></td>
<td>PAST 730 Clinical Management I</td>
</tr>
<tr>
<td></td>
<td>PAST 801 Research Seminar I</td>
</tr>
<tr>
<td>Winter Year II—3 Credits</td>
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<tr>
<td></td>
<td>PAST 654 Clinical Practicum IV</td>
</tr>
<tr>
<td>Spring Year II—14 Credits</td>
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<tr>
<td></td>
<td>PAST 655 Clinical Practicum V</td>
</tr>
<tr>
<td></td>
<td>PAST 731 Clinical Management II</td>
</tr>
<tr>
<td></td>
<td>PAST 802 Research Seminar II</td>
</tr>
<tr>
<td>Summer Year II—6 Credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAST 756 Clinical Practicum VI</td>
</tr>
</tbody>
</table>

99 Total Credits Required for Graduation

**Course Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAST 212</td>
<td>Public Health and Preventative Medicine</td>
<td>2</td>
</tr>
</tbody>
</table>

An introduction to the dynamics of health and disease in human populations, the course covers healthcare services and facilities for the maintenance of health and prevention of illness. Current clinical prevention standards, public health methods, clinical epidemiology and relevant public health models for clinicians will be taught in detail and demography, epidemiology, environmental health, provision of medical services, preventive medicine and infectious disease will be explored. Basic principles of health policy making will also be addressed.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAST 214</td>
<td>Psychosocial Issues in Medicine I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course will provide an understanding of the psychological processes underlying human behavior in medical settings. Emphasis is placed upon the dynamics of the patient-health provider relationship. Topics include communication skills, approaches to patients, working with special populations, cross-cultural communication, stress and disease, chronic illness, adherence, domestic violence, human sexuality issues, and death and dying.</td>
<td></td>
</tr>
<tr>
<td>PAST 216</td>
<td>Psychosocial Issues in Medicine II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course is designed to provide the student with an understanding of the psychological process underlying human behavior and psychiatric disorders. An emphasis is placed upon the importance of psychiatric principles in primary care. The course examines concepts in the diagnosis and treatment of the major classes of psychiatric disorders, psychiatric emergencies in primary care, special issues in geriatric mental health as well as prevention, recognition and intervention of child abuse and sexual assault.</td>
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</tr>
<tr>
<td>PAST 224</td>
<td>Gross Anatomy</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Introduces and covers the inter-relationship of anatomical structures and the influence of one on the other in health and disease; includes a cadaver laboratory; prepares the entering physician assistant student for future courses in medicine.</td>
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</tr>
<tr>
<td>PAST 225</td>
<td>Human Pathophysiology</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Provides the basic structural, functional, and pathological foundations needed for the understanding of disease processes in humans; covers the reaction of the human body to disease from the cellular to the multi-system level; prepares the entering physician assistant student for future courses in medicine and prevention.</td>
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</tr>
<tr>
<td>PAST 230</td>
<td>Diagnostic Studies I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course provides students proficiency in performance, ordering and interpretation of diagnostic studies. Covers ordering and interpretation of radiographs, ultrasound studies, and electrocardiograms. Students also perform 12 lead EKG studies.</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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</tr>
<tr>
<td>PAST 231</td>
<td>Diagnostic Studies II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course is designed to prepare students to interpret basic diagnostic and laboratory tests. Emphasis is placed on those tests necessary to assess complaints common to the ambulatory, hospitalized and emergency medicine patient.</td>
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</tr>
<tr>
<td>PAST 232</td>
<td>Diagnostic Studies III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course is designed to prepare students to perform and interpret basic diagnostic and laboratory tests, and to perform clinical skills such as medicine administration, surgical assisting, etc. Emphasis is placed on those skills necessary for the physician assistant to perform which are common to the ambulatory, hospitalized and emergency medicine patient.</td>
<td></td>
</tr>
<tr>
<td>PAST 236</td>
<td>Basics of Physical Diagnosis</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Introduces the diagnostic process focusing on the proper methods of obtaining, performing, recording, and presenting patient histories and physical examinations; emphasizes interpersonal communication skills; presents a system-by-system approach to performing the physical exam and an overview of common symptoms.</td>
<td></td>
</tr>
<tr>
<td>PAST 237</td>
<td>Advanced Physical Diagnosis</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Advances the diagnostic process focusing on specific systems’ examination techniques and special populations including obtaining, recording and presenting patient histories and physical examinations; advancing interpersonal communication skills; presenting a system-by-system approach to performing the physical exam and neurologic exam with problem-focused symptomatology; and, reviewing physically-evident pathophysiology.</td>
<td></td>
</tr>
<tr>
<td>PAST 250</td>
<td>Introduction to Clinical Practice</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A focus on the diagnostic process with exposure to elements of clinical management. Students are assigned to the clinical setting for one or two eight-hour days per week and meet in small groups with faculty members for two hours each week. Emphasis is placed on eliciting the patient history, physical assessment, recording patient data and case presentation, diagnosis and basic</td>
<td></td>
</tr>
</tbody>
</table>
management plans, and performing basic clinical skills with actual patients in the clinical setting.

| PAST 251-254 | 251: Clinical Practicum I (6 credits)  
252: Clinical Practicum II (6 credits)  
653: Clinical Practicum III (6 credits)  
654: Clinical Practicum IV (3 credits)  
655: Clinical Practicum V (11 credits) | 32 total credits |

| PAST 601 | Research Methods | 3 credits |

Interpretation, critique, and application of qualitative and quantitative research for clinical practice will be explored. Students will select a research topic.

| PAST 226 | Ethics/Issues in PA Practice | 3 credits |

This course examines professional and ethical issues, as well as legal implications, confronting the physician assistant. The effects of social, political and economic changes are also explored, together with the physician assistant role in the health care team.

| PAST 603 | Medicine I | 2 credits |

The first of four courses designed to prepare the physician assistant student for management of disease in the adult patient. The disease process, diagnostic criteria and management options are presented. Includes the standard lecture format as well as case-based learning.

| PAST 604 | Medicine II | 6 credits |

This is the second part of four courses designed to provide Physician Assistant students with exposure to the mechanism and natural course of disease process. Signs, symptoms and laboratory findings are presented along with differential diagnoses and management options.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAST 605</td>
<td>Medicine III</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>The third of four courses designed to prepare the physician assistant student in management of disease in the adult patient.</td>
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</tr>
<tr>
<td>PAST 606</td>
<td>Pediatrics I</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>This is the first part of a two-part course designated to provide Physician Assistant students with exposure to the mechanism and natural course of the disease process in the pediatric patient.</td>
<td></td>
</tr>
<tr>
<td>PAST 607</td>
<td>Pediatrics II</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>This is the second part of a two-part course designated to provide PA students with exposure to the mechanism and natural course of the disease process in the pediatric patient.</td>
<td></td>
</tr>
<tr>
<td>PAST 608</td>
<td>Medicine IV</td>
<td>6 credits</td>
</tr>
<tr>
<td></td>
<td>The fourth of four courses designed to prepare the physician assistant student in management of disease in the adult patient.</td>
<td></td>
</tr>
<tr>
<td>PAST 609</td>
<td>Pharmacology I</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>This is the first of two courses covering the basic principles of pharmacology and pharmacokinetics. Basic principles of prescribing are a major focus.</td>
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<tr>
<td></td>
<td>The clinical use of antibiotics, analgesics, hypoglycemic agents, insulin, and medications used for treatment of peptic ulcer disease are covered in this course.</td>
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</tr>
<tr>
<td>PAST 610</td>
<td>Pharmacology II</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>Specific topics include drugs affecting the autonomic nervous system, cardioactive drugs, antiarrhythmic, anesthetics, diuretics, antifungal, asthmatics, and drugs used for the treatment of various neurological and psychiatric disorders.</td>
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</tr>
<tr>
<td>PAST 730</td>
<td>Clinical Management Seminar I</td>
<td>2 credits</td>
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<tr>
<td></td>
<td>Selected clinical management topics are presented in a group format. Students meet at the conclusion of each clinical rotation. Topics include current management of the major disease entities encountered in primary care.</td>
<td></td>
</tr>
</tbody>
</table>
Principles of management including the diagnostic process, the selection of current medical interventions, and the management of patient education are expected of the students. A current interpretation of the literature addressing changes in current clinical management is expected of the students.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PAST 731</td>
<td>Clinical Management Seminar II</td>
<td>2</td>
</tr>
</tbody>
</table>

A continuation Patient Management Seminar I. Selected clinical management topics are presented in a group format. Students meet at the conclusion of each clinical rotation. Topics include current management of the major disease entities encountered in primary care.

Principles of management including the diagnostic process, the selection of current medical interventions, and the management of patient education are expected of the students. A current interpretation of the literature addressing changes in current clinical management are expected of the students.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PAST 756</td>
<td>Clinical Practicum VI</td>
<td>6</td>
</tr>
</tbody>
</table>

The Primary Care Preceptorship, the final clinical experience, provides the student with an opportunity to apply principles of the practice of medicine covered throughout the program in a primary care or rural/underserved location. The student will function as a functional member of the medical team and be responsible for patient care from presentation through follow-up including diagnostic evaluation and patient management.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAST 801/802</td>
<td>Research Project I &amp; II</td>
<td>1/1</td>
</tr>
</tbody>
</table>

During Research Project I students work with the research project coordinator to design a project and submit it for approval. During Research Project II students work with a mentor and the research coordinator to compose a formal report of the research study conducted during Year II.
Faculty Advising

FACULTY COMMITMENT
PA Program advisors are assigned to each Towson/CCBC PA student at the start of the program. Their roles are to:

- **Facilitate communication** in regards to the student’s progress when meeting program requirements
- **Act as interpreters** of the program’s, college’s, and university’s policies, procedures, and requirements.
- **Recommend strategies** for improved study habits and career planning.
- **Assist the student develop** suitable educational plans, decision-making skills, and an awareness of educational resources available through the CCBC and Towson University
- **Help select** elective clinical experiences, primary care preceptor site, and life/career goals
- **Evaluate the student’s progress** toward established goals as defined in program policy or probationary contracts
- **Make referrals** to other institutional and community support services, where appropriate (such as academic/clinical/emotional support), for students experiencing problems beyond the scope of the advisor’s role. The advisor will also notify appropriate others, as deemed necessary, to safe-guard the health and welfare of everyone involved.
- **Identify materials** needed to meet educational objectives and the requirements of the PA Program.

ACADEMIC ADVISEMENT POLICIES
The advisement process is an effective tool when developing as a health professional, but the process must be an active one to be effective. The program recognizes that PA students are adult learners who may choose to not take advantage of the required once-a-semester advising service; however, advisors are required to document whether or not a PA student took advantage of the service. Academic Advisement will be documented using the Student Advisement Record (Appendix D). The Advisor may direct the PA student to additional resources (Appendix E)
STUDENT ADVISEMENT RESPONSIBILITIES
1. PA students are required to meet with their advisor at least once each semester at a mutually arranged time to map progress toward successful completion of the program.
2. Candidly and honestly discuss areas of strengths and areas for improvement.
3. Actively participate in an action plan to remediate deficiencies and capitalize on strengths.
4. Meet with advisor on an as needed basis when issues arise.
5. Make an honest effort to follow the plans devised from the session.

FACULTY ADVISOR RESPONSIBILITIES
1. Notify students of the opportunity each fall and spring semester for an advisement meeting.
2. Be readily available by appointment or contacted through email and voice mail. For emergency needs, another faculty member or the Program Director will be made available to address the issue.
3. Collect database information about the student prior to advising session.
4. Document whether or not the student took advantage of advising. Make written records of meeting events for the student’s file.
5. Candidly apprise the student of options, areas of strengths, and areas of improvement.
6. Plan with the student an action plan to remediate deficiencies and capitalize on strengths.
7. Meet with student on an as needed basis when issues arise.

THE ADVISOR WILL NOT AND MAY NOT:

Act as a go-between for students and other faculty members. Students experiencing difficulty in a specific course or feel they have been treated unfairly must first go to that instructor for resolution. If a resolution is not met the student should see the program director.
Resolve the student’s problems. Advisors will discuss the problem, help clarify options, and help with a plan of action. The rest is up to the student.
Act as a medical provider. It is inappropriate for any of program faculty to try and provide student health care. Students with medical problems must seek assistance from the Dowell medical center or personal provider.
Act as a counselor. Students with problems that require counseling need the help of a professional counselor. The advisor will be happy to make a referral to the Dowell medical center or outside provider.

Act as a parent. It is the student’s responsibility to see the advisor and schedule a mutually convenient time for mid-semester advising. The advisor will not "track down" any student who does not make an appointment after initial notification by the PA Program. It is also the student’s responsibility to act on the plan devised during the session.

Advisement sessions may include but are not be limited to:

- Referral to Counseling Center
- Referral to the Towson University Student Health Center / the student’s health provider
- Plan for change in study habits
- Behavior modification plans
- Specific remediation program
- Meet with tutor or specific study group recommendation
- Begin Exercise Program/Other Stress Reduction Techniques
- Career Goal Reexamination

EXAMINATION POLICIES

GRADING POLICIES

A 90-100%  B 80-89%  C 70-79%  F below 70%

Grades below 70% are considered failures for all PA program courses. Course grades below B (80%) will require remediation or deceleration, if feasible.

The student is referred to individual course syllabi for course descriptions, grading policies, and procedures. The specific content of PA courses is subject to change due to the dynamic nature of Physician Assistant practice and the program faculty’s efforts provide the most effective and up-to-date classroom and clinical experiences. Specific criteria for calculation of final grades for each individual course will be included as part of the course syllabus.

ACADEMIC DISHONESTY

Any breach of academic dishonesty policies, once confirmed will be documented in the student’s permanent record.
Any breach in conduct will be considered possible cheating and will be fully investigated. If cheating is determined by the proctor, action will be taken with the consultation of the Division Dean, Program Director and faculty. Disciplinary action will include at least one of the following: 1) failure of the test, 2) failure of the course, or 3) dismissal from the program (the most-likely scenario). Allegations of cheating made to any faculty member will be completely investigated by the Program Director with referral to a CCBC Honor Council or Towson University Honor Council for review; appropriate action will be taken, as recommended or deemed appropriate.

**ADMINISTRATION OF EXAMINATIONS**

During administration of examinations, students will occupy assigned seating as announced or posted in the classroom. All personal belongings must be placed under the desk. Notebooks, texts, or papers are not to be exposed. If these items are seen during the text or exam, they will be collected by the test proctor, and an investigation will follow.

Students may not use computers, calculators, PDAs, phones, cell phones or any other electronic or communications devices from the time the exam or test is distributed until the exam or test is returned to the proctor unless directed to do so by the faculty proctor. Students found to be using such devices—while excused from the testing room to use the lavatory, for example—will be considered to be cheating and will be dealt with accordingly.

Once the test has begun there will be no talking. Any questions must be directed to the test proctor only. No one will enter or leave the room without the proctor’s permission. Students may be excused one at a time to use restroom facilities. The exam must be returned to the proctor while the student is absent from the room.

Once a student has completed a test (exam, quiz, etc.) the student must either remain seated or quietly leave the room and may not return until testing is completed by all. Students must not congregate near the exam room.

**SPECIAL TESTING ACCOMMODATIONS**

Students with special needs must contact the appropriate CCBC office for undergraduate courses and must contact the TU Office of Disability Support Services for graduate courses at [http://www.towson.edu/dss/](http://www.towson.edu/dss/) or 410-704-2638.
PROFESSIONAL CONDUCT

Student success in the academic and clinical program and later during employment is dependent upon achieving and maintaining a professional demeanor. Students must remain cognizant that their individual behavior reflects on the program, fellow students and the profession as a whole, and may influence PA student acceptance during subsequent rotations.

PA students must adhere to the Physician Assistant Statement of Values (Appendix A), all PA program policies including the honor code and academic honesty (Appendix G), and all policies of Towson University and CCBC including the academic honesty and plagiarism policies outlined below. **All PA students must print out, fill out, and sign the policies outlined in Appendix N. Appendix N MUST BE RETURNED to the PA Program Office in HTECH 205 prior to the program start date.**

CCBC ACADEMIC HONESTY POLICY

Any situations which compromise honesty will be carefully examined by the instructor involved. Penalties for dishonesty will be based on the presenting evidence (see testing procedures). Such penalties may include program dismissal in accordance with the CCBC and Towson University Academic Honesty Policies:

> *Academic honesty is expected of all students. Work submitted by students as their own must be their own, and materials taken from any other source must be clearly identified as such. Intentional falsification of data, plagiarism, "cribbing," copying from others in class, obtaining advance information about exams, and other violation of academic honesty are not acceptable. The usual penalty for academic dishonesty is failure on the paper or exam, or failure in the course, as determined by the instructor. The instructor may recommend a more severe penalty, such as dismissal from a program or from the college. A student may appeal any action taken under this policy.*

TOWSON UNIVERSITY ACADEMIC HONESTY POLICY

In addition to the CCBC policies, Towson University policies also apply to student conduct and academic honesty. Students are referred to the Towson University Graduate catalog. Issues of non-compliance with academic honesty policies that occur within graduate courses (600, 700, 800 level) will be referred to the appropriate disciplinary body at Towson University. Academic honesty infractions within undergraduate courses will be handled within the School of Health Professions or by CCBC.
**PLAGIARISM**

Plagiarism policies (Appendix H) for both CCBC Essex and Towson University courses are strictly enforced. Plagiarism is presenting or representing the work of another individual as one’s own. This includes using a single sentence or whole paragraphs written by someone else—from an internet source, book, journal or the work of a fellow student—without acknowledging and giving credit to the source of the information.

**CLASSROOM AND CLINICAL SITE CONDUCT**

Students must exhibit professional behavior in the clinical setting. Students deemed "unsafe" by professional standards will be immediately removed from the clinical site pending further administrative action by the SPRC. Should the student be reinstated, all missed clinical time must be completed prior to graduation and before a grade for the course is awarded.

Students must conduct themselves in an appropriate and professional manner at all times while in the program and continually inspire confidence on the part of their patients, instructors, and other clinical staff observing their behavior. For a more definitive definition of these expectations, refer to the Code of Classroom Conduct (Appendix F).

**SERIOUS BREACHES OF PROFESSIONAL CONDUCT—MAY LEAD TO DISMISSAL**

1. Behavior which compromises or interferes with the delivery of safe patient care in the clinical setting.
2. Use of any cooperating agency to procure or distribute illegal substances.
3. Initiating exploitative student-patient relationships which are:
   a. Incongruous with the student role,
   b. Result in financial gain,
   c. Any illegal transactions, or
   d. Involvement in any professionally unacceptable behavior.
4. Failure to promptly and appropriately report errors and accidents.
5. Violation of patients’ rights to privacy and confidentiality of information (HIPAA).
6. Criminal behavior, felony or misdemeanor.
7. Rendering patient care while impaired by alcohol, illegal drugs, prescribed medication/over the counter medication.
8. Attending classes or clinical rotations, professional functions, or program activities while impaired as above.
9. Failure to adhere to Towson University and CCBC Essex Substance Abuse Policies or violation of any local, state, or federal laws.
10. Use of vulgar, profane, obscene or abusive language of any kind in the classroom, clinical area or while participating in program, college, university or professional activities.

11. Creating a disturbance (raising one’s voice, arguing with the instructor or other personnel, slamming doors or furniture, acting in a menacing fashion) in the classroom or clinical setting, which disrupts student learning or impedes clinical/school operation.

12. Insubordination: failure to submit to the authority of faculty and preceptors, acting outside the student role, acts of disrespect to authority.

13. Repeated unexcused absence, tardiness, or not attending scheduled classes, labs, or other scheduled activities (3 or more).

MINOR BREACHES OF PROFESSIONAL CONDUCT—CAUSE FOR PROBATION/MAY LEAD TO DISMISSAL

1. Failure to comply with the dress code policy.
2. Failure to comply with student identification policy.
3. Failure to provide the program with required health, immunization records, personal insurance information, professional liability.
4. Failure to provide necessary proof of CPR and ACLS certification.
5. Failure to comply with incident reporting policy.
6. Failure to adhere to the Program’s Code of Classroom Conduct (Appendix F).
7. Failure to have the required e-mail account with Towson University or failure to open and respond to e-mail in a timely fashion.
8. Failure to be reachable by pager or phone during clinical assignments.
9. Failure to comply with program phone (class and lab) use policies.

PROGRAM STANDING

STUDENT WARNINGS

Warnings will serve as student notification that changes are needed in behavior or study habits to avoid probation and assure successful completion of the program. Triggers for warning letters include but are not limited to the following:

1. Achieving less than a “B” for any major course component.
2. Failure to comply with program policies or guidelines that do not automatically lead to probation or dismissal.
3. Failure to comply with attendance requirement as outlined in individual course syllabi.
4. Warnings will be retained as part of the student record.

**PA PROGRAM PROBATION**

Program probation is the student’s notification that there is significant danger of program dismissal for academic or professional conduct reasons. It is imperative that students on probation comply with all recommendations made by the course instructor, advisor and/or the program director. Students must be in good standing with the requirements for CCBC and Towson University while on probation with the PA Program. Formal documentation of all program probations becomes part of the student’s permanent file.

*Students on program probation (academic, clinical, or professional) forfeit the following privileges until returned to good standing:*

1. Participation in out-of-state rotations
2. Selection of primary care preceptorship
3. Selection of elective rotation
4. Participation on the Program’s Advisory Committee
5. Participation as a class/program leader or representative
6. Excused class or clinical absences to attend conferences/program extra-curricular activities.

**REINSTATEMENT TO PA PROGRAM GOOD STANDING**

<table>
<thead>
<tr>
<th>Causes for Probation Status</th>
<th>SPRC Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA (TU or CCBC) drops below required 3.0 for the 1st time</td>
<td>Restoration of GPA to 3.0 within required time frame</td>
</tr>
<tr>
<td>GPA (TU or CCBC) drops below required 3.0 for a 2nd time</td>
<td>Remains on probation for the program duration</td>
</tr>
<tr>
<td>Earn a “C” for any course</td>
<td>As determined by SPRC</td>
</tr>
<tr>
<td>Earn a 2nd “C” grade in either a under/graduate course</td>
<td>As determined by SPRC</td>
</tr>
<tr>
<td>Verbal warnings for 3 or more less serious violations such as</td>
<td>At the discretion of the program director</td>
</tr>
<tr>
<td>absenteeism/tardiness</td>
<td></td>
</tr>
<tr>
<td>Receipt of 2 or more warnings for professional conduct</td>
<td>As determined by SPRC</td>
</tr>
<tr>
<td>conduct or failure to comply with program policies</td>
<td></td>
</tr>
<tr>
<td>Serious breaches of professional conduct, which do not result in immediate program dismissal</td>
<td>Remains on probation for the program duration</td>
</tr>
<tr>
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</tr>
<tr>
<td>Failure to comply with terms of probation (if established)</td>
<td>Remains on probation for the program duration if not dismissed as per SPRC recommendation</td>
</tr>
</tbody>
</table>

**Probation and Remediation Overview**

Students must review the entire set of guidelines for probation and remediation found in Appendix M. They should note that one form of remediation is deceleration, however, deceleration may only be granted under special circumstances and with the recommendation of the Student Progress Review Committee.

The goals of formal program remediation are:

1. To assure that the student has mastered the requisite knowledge.
2. To reassess the students’ ability to perform at a satisfactory level and continue in the program.
3. Determining a plan of action
4. Remedial exercises and/or tutoring
5. Demonstrated mastery of the material through a predetermined testing method with a predetermined mastery level.

**Students who have performed poorly on a major test, assignment or examination whether practical or written may be allowed to remediate the particular section or skill.** The offer to remediate is determined by the instructor or course coordinator in conjunction with the student. It is offered once during a particular course as the result of a failing performance (less than a “C” grade) on a single test or assignment.

Successful remediation as determined by the instructor and remediation plan results in a passing grade (70% or above) for the course or component and in student retention if all other program requirements are met. All remediation efforts remain documented in the student’s permanent file.

**Deleration**

Students who are unsuccessful with remediation plans or who are performing at a substandard level in one or more areas of the didactic program (Year I courses and PAST 730/731) may be offered deceleration on the
recommendation of the Student Progress Review Committee. Deceleration guidelines are not limited to:

- Deceleration in Year I requires that the student restarts the program with the next class: repeating any course where a “C” or lower was earned and auditing all courses for which grades of “A” or “B” were earned. Graduation is delayed until all course requirements are met.
- Deceleration in Year II requires that any course where a “C” or lower was earned is repeated with a minimum of a “B.” This may require suspension of participation in clinical courses until didactic course work is successfully completed. Graduation is delayed until all course requirements are met. Please see the Student Clinical Manual.
- Students granted a program leave of absence for medical purposes, military service, etc., may be decelerated if proper application is made through the SPRC. SPRC review and a recommendation for approval to the Program Director is required for PA Program sanctioned deceleration.

PA PROGRAM DISMISSAL

ACADEMIC DISMISSAL
The PA Program Director may dismiss students from the program in consultation with SPRC and other concerned parties if a student fails to meet the requirements for successful program completion. Cause for academic dismissal includes but is not limited to:

- More than two “C” course grades for Towson University PA courses
- More than two “C” course grades for CCBC Essex PA courses
- GPA for either Towson or CCBC courses falls below the level where it is not mathematically possible to earn a final 3.0 GPA
- Serious breaches of academic or professional conduct that could have potentially endangered patient care or safety of patients, clinical personnel, instructors or fellow students
- Repeated “less serious violations”
- Failure to follow curriculum or any directives from the program or clinical faculty
- Recommendation by the core faculty that student performance or professional conduct indicates the student is unable to perform adequately and safely as a PA
- Failure of any Year I course or failure to meet the requirements to advance to Year II
• Failure of a Year II course or failure to meet the requirements for progression to the primary care preceptorship
• Receipt of three or more written warnings.

**ACADEMIC DISMISSAL PROCEDURE**

1. Once a student meets any of the above criteria for dismissal, the Program Director will confer with the SPRC to review the student’s performance.
2. If the SPRC finds that the student does indeed meet grounds for dismissal, the student will be notified by the Program Director.
3. If a student disputes the decision or feels that policy has been unfairly applied, she or he may bring the matter before the School of Health Professions Appeals Committee.
4. The appeal process must be initiated within five business days of notification of the action. Appeals procedures and forms are available from the School of Health Professions Administrative Assistant.

**PROFESSIONAL CONDUCT (DISCIPLINARY) DISMISSAL**

Most often breaches in professional conduct result in failure of the course during which they occur. Cause for professional conduct dismissal occurring related to a course or outside of coursework includes but is not limited to:

• Serious breaches of classroom or professional conduct that could have potentially endangered patient care or safety of patients, clinical personnel, instructors or fellow students
• Repeated less serious violations
• Falsification of any program or clinical documents
• Failure to follow professional conduct directives from the program/clinical faculty
• Recommendation by the core faculty that student performance or professional conduct indicates the student is unable to perform adequately and safely as a PA
• Receipt of three or more professional conduct written warnings and breaches of professional conduct not listed here
• Discovery at any time over the course of the program of falsification, misrepresentation, or omission of any requested information on any application materials submitted to CASPA, the PA Program, CCBC, or Towson University
• Impairment due to substance abuse
**PROFESSIONAL CONDUCT (DISCIPLINARY) DISMISSAL PROCEDURES**

1. Disciplinary problems or breaches in professional conduct will initially be discussed between the Program Director, involved faculty member, and the student.

2. The program director will refer the issue to the appropriate committee or panel (e.g. SHP Honor Council, SPRC, etc.) The committee panel will hear complaints against the student and interview parties involved to make a final determination of disciplinary action based on PA Program Policies and Guidelines. The committee’s recommendations are forwarded to the program director. The program director will notify the student of the committee’s recommendations.

3. Should the student disagree with the decision of the Program Director/referred committees that grounds for dismissal are met or feel that program policy has been unfairly applied, she or he may take the matter to the School of Health Professions Appeals Committee. The appeal process must be initiated within five business days of notification of the action. Information and appeals forms are available from the secretary to the Dean of the School of Health Professions.

4. Violations of Towson University policy will be referred to the Towson University disciplinary committee.

5. Honor code violations are referred to the SHP honor code panel. This will be discussed at the SHP orientation.

6. Violations of other CCBC policies may be referred to the Dean of School of Health Professions. This will be discussed at the SHP orientation.

**STUDENT APPEALS**

**ASSAULT AND HARASSMENT**

The Board of Trustees of The Community College of Baltimore County is committed to providing an academic learning and working environment that is free from assault and harassment, and shall take preventive measures to help ensure that faculty, staff, students, and visitors are appropriately protected from such actions. CCBC College Catalog Assault and Harassment Policy: [http://www.ccbcmd.edu/catalog12/publicsafety/assault.html](http://www.ccbcmd.edu/catalog12/publicsafety/assault.html).

**ADMINISTRATIVE APPEALS**

As CCBC is the PA Program sponsoring institution. If program dismissal for administrative reasons is to be appealed, it must be presented to the CCBC School of Health Professions.

**200 LEVEL COURSES (CCBC)**
Students are expected to make all reasonable efforts to **resolve course grade concerns informally by meeting with the instructor, course coordinator and Program Director, in that order.**

The Divisional Student Appeals Committee for the School of Health Professions is responsible for insuring equitable application of program policy concerning 200 level courses. The Appeals Committee cannot change program policy. An appeal can be made only after a given problem has not been resolved through consultation with the involved faculty member(s) and the Program Director.

A detailed description of the CCBC School of Health Professions appeals process and the necessary forms are available from the School of Health Professions Secretary. It is essential that the student follow the appeals process with regard to required meetings with faculty and administration as well as adhering to time deadlines. A student must file an appeal statement within the given time frames.

**600, 700 AND 800 LEVEL COURSES (TOWSON UNIVERSITY)**

The Towson University College of Health Professions has jurisdiction over graduate courses only. A student appealing a course grade must make all reasonable efforts to resolve the matter informally in the following sequence: **1) He or she must meet with the instructor; 2) If not satisfied, the student must meet with the Program Director; 3) If not satisfied, the student must meet with the Dean of the College of Health Professions.**

If the problem is not resolved to the student’s satisfaction, he or she may appeal in writing to the Graduate Studies Committee. The appeal will be received only after the above steps have been taken, and must be received by the Graduate Studies Committee no later than the end of the fall semester following the one in which the grade was received.

The Graduate Studies Committee reviews the appeal, and will send it to the Adjudication Committee only if there is sufficient evidence that a grade has not been determined in accordance with the terms set forth by the instructor.

**STUDENT RESPONSIBILITIES**

**STUDENT EMPLOYMENT GUIDELINES**

It is **strongly recommended that students not be employed** during the entire course of the program because of the intense nature of the classroom and clinical workload. Students who disregard this recommendation and choose to work in the medical setting may not identify themselves as physician assistant.
students during employment. Students who choose to ignore this recommendation will not be given any special consideration regarding assignments, deadlines, scheduling, exam times, or clinical placements.

Students may not work for the Program in any capacity (including work study or graduate assistant positions), regardless of the student’s background or level of specialty knowledge. They must not serve or substitute as instructional faculty, assistants, or clerical/administrative staff in any setting during which professional instruction is occurring.

**STUDENT VOLUNTEER GUIDELINES**

Students who are involved in or who commence volunteer or paid work during their course of study cannot use their affiliation with the PA program or skills attained as a result of PA student training.

Students may not be employed as clinical staff or any capacity for a Program preceptor during clinical placements. Students who elect to work in a health care capacity outside of a clinical assignment must dress so as not to confuse or misrepresent their work role with their PA student status (i.e., the name badge and program emblem may not be worn). If the student undertakes work outside the PA Program, the student is not covered by the liability insurance offered for clinical work associated with the education experience of the program.

**DRESS CODE**

Students may express personal taste, through appropriate dress, while attending classes on the CCBC Essex campus. During attendance at clinical sites or off-campus lectures or programs, students will wear professional attire at all times. Well-established institutional dress codes, however, should not be ignored. In most clinical settings, a white jacket is appropriate; however, certain psychiatric or pediatric settings may require less formal dress. In these cases, students will dress in accordance with the institution’s policies. Professional attire is defined as:

1. Dress/casual slacks, collared shirts and ties for men—no blue jeans
2. Dress/casual slacks, skirts or dresses for women—no blue jeans,
3. A white sport-coat length hospital jacket with the identifying PA Program emblem* sewn on the left shoulder
4. A CCBC Essex PA program identification tag* stating the student's name, photograph, and the title "Physician Assistant Student."

*Provided by the program; replacement cost for lost articles is the student’s responsibility
ATTENDANCE POLICIES
Classroom, laboratory, and clinical experiences are generally scheduled from approximately 8:00 a.m. to 5:00 p.m. Monday through Friday. Clinical schedules may include evenings, nights, and weekends. Occasionally, classes are scheduled for evenings and weekends.

Attendance at all clinical assignments at the scheduled time is mandatory. Students have a professional commitment and obligation to the clinical sites which they are assigned (refer to the Student Clinical Handbook). If personal illness, emergency, or extenuating circumstance prevents the student from attending the clinical site, the preceptor and the clinical coordinator must be notified prior to the student's scheduled arrival time.

MISSED WORK POLICIES
Prompt classroom attendance is mandatory. Because, so course work cannot be made-up, Faculty are not obligated to provide make-up work for students who miss class. Students encountering difficulty in completing academic work or maintaining professional commitment due to extended illness or extenuating circumstances are required to notify and meet with the program director. All missed work must be made up by the end of the course for the student to remain in the program in good standing. The responsibility for making up missed work rests entirely upon the student.

PA PHYSICAL EXAM PRACTICE
PA Students are required to act as surrogate patients for fellow students for history taking and physical examinations (with the exception of the breast and genitalia). All students must be willing to allow themselves to be examined by both male and female fellow students and be examined with full body exposure (with the exception of breasts and genitalia). Full exposure of the abdomen is required as well as exposure of the chest (with the exception of the areas covered by the sports bra for examination of the heart and lungs).

Women must wear a sports bra and gym shorts (leaving most of the anterior and posterior thorax exposed). Men must wear gym shorts. Exceptions to this policy may be granted by the program director on the basis of religious or cultural tenets.

HEALTH SERVICES
Neither CCBC nor the Essex PA program’s clinical affiliates provide health services to students beyond routine first-aid care. Some health care services are available from the Towson University Health Center. Students may go to the
health care provider of their choice. Students are responsible for all medical fees incurred while attending the Essex PA Program. This includes medical care for accidents or injuries which may occur on Campus or at any of the College's affiliated institutions.

**Clinical Rotations Expectations**

PA Program’s responsibility acquires and maintains clinical sites and preceptors that fulfill the educational requirements of the program. Students cannot be required to identify or secure clinical sites to fulfill their educational requirements. If, however, a student identifies a potential clinical site, referrals must be made to the Clinical Coordinator for assessment and credentialing in accordance with current standards and protocols.

The expectations of each clinical rotation are set forth in the Clinical Handbook, and these guidelines are provided to the clinical instructors/preceptors. Under no circumstances are students to serve in the capacity of clerical or administrative staff for the clinical sites and/or preceptors. Misuse of the student’s clinical experience must be documented and provided to the Clinical Coordinator in a timely fashion for appropriate intervention.

**Student Identification (Introductions)**

PA students must be clearly identified according to the dress code. At minimum, students will introduce themselves to patients and hospital personnel as physician assistant students. Students must not represent themselves as anything other than a physician assistant student, regardless of former experience or title (RN, MD, PharmD, etc.) while attending the clinical site. Students may not represent themselves as Towson University • CCBC Essex Physician Assistant students unless attending an assigned clinical setting.

**Chart Entry Signature**

All clinical documents and chart entries must be signed with the students' full name followed by PA-SI (Year I) or PA-SII (Year II and Graduating students use the PA-SII designation). Students who fail to identify themselves appropriately will be dismissed from the program.

**Communications Guidelines**

**Cell Phone Etiquette**

Students are not to accept text messages or phone calls while attending classes, labs, or small group seminars. Cell phones may not be used in any
classroom or in the lab. **If cell phones are brought into the classroom, they must be turned off or set on silent alert.**

In emergencies, family members may reach students through the program administrative assistant at 443-840-2854 or the Office of Public Safety at 443-840-2300. If using the Public Safety Office, students are listed by college identification number.

Students are expected to carry phones at all clinical times assigned by the Clinical Coordinator unless prohibited by the clinical affiliate or preceptor. Always be sure to follow the rules and policies of individual sites regarding cell phones. Should a preceptor make alternative clinical time arrangements, the student must carry the phone during **both the originally assigned times and the newly arranged times for the entire rotation.**

Students are required to answer phone communications within 15 minutes. Students who may be on rotations where the use of a phone is not permissible will be required to make arrangements so messages can be responded to in 15 minutes by a delegated individual. Students not responding to faculty messages within the time limit will be assumed to be absent from clinical site without permission.

**LECTURE HALL AND LABORATORY PHONES**

Phones in PA Lecture Hall and Lab rooms are NOT for student use. Students however should answer the phone if it rings. This will usually be a faculty member calling with a message for the class or other faculty members.

**EMAIL ETIQUETTE**

Students are expected to create email accounts through CCBC and Towson University. It is imperative that students empty e-mail boxes frequently. Messages are not accepted if student mail boxes are full. Students are required to check e-mail daily accounts for announcements related to classes or assignments, and for messages from faculty. Last minute and other important messages are sent from the program to students via e-mail to the Towson account. Any difficulty with accessing your e-mail should be brought to the attention of the IT department and/or PA faculty. Students are expected to follow the Towson University Information Technology rules and regulations regarding computer and e-mail policies. These are found in the online Towson Student Handbook.

**FACULTY VOICE-MAIL AND E-MAIL**
All core Physician Assistant faculty members have telephone voice mail and e-mail addresses where students may leave messages at anytime. Students needing to meet with a faculty member, outside scheduled office hours, must make an appointment.

**BLACKBOARD**

Physician assistant program faculty make extensive use of Blackboard for communication with students. Most documents distributed to students will made available online. As students are requested to bring their laptops to the classroom, they have ready access to documents, PowerPoint presentations, and lecture outlines. Students who prefer hard copies of documents must print them from home.

**INTERNET ETIQUETTE**

You should maintain confidentiality when dealing with information that is shared in the online discussions. Do not publish those online discussions for non-class members to read. **Realize that information once shared online is no longer private.** It can be read by anyone who has access to the discussion areas, including administrators.

Maintain the privacy of participants, including privacy of comments made during electronic conversation that is to be shared only with those participating in the course. Abide by the Family Educational Rights and Privacy Act rules, which define academic information as confidential and forbid disclosure of academic information without the participant’s consent.

Be respectful. Each person is entitled to his or her own beliefs, opinions, and ideas. You may certainly disagree with them, but do so with respect and consideration. Because you do not have the non-verbal language online, it is easy to hurt someone’s feelings or offend them with careless use of language.

- Avoid using all capital letters. **IT SEEMS LIKE SHOUTING!**
- Use emoticons (smileys) if you wish to convey emotion or humor
- Post your ideas concisely as possible. Long postings become uninteresting and difficult to read.
- No “lurking,” “trolling,” or “me-too.”
  - **Lurking** is reading everyone else’s contributions without participating.
  - **Trolling** is “just looking for disagreements.” If you disagree, use the “positive comment, observation, suggestion” approach for presenting your perspective.
**Me-too postings** are making short statements that just agree with the point raised, but without contributing any reasoning or furthering the discussion.

Participating in online discussions requires the same common courtesies that you would observe in a face-to-face setting. Substantive postings contribute to the understanding and application of ideas by one or more of the following:

a. **Elaboration:** build on ideas that others have presented by adding details, examples, different viewpoints, other sources, or other relevant information.

b. **Reflection:** describe thoughtfully what something means, new insights it provides, questions it raises, need for clarification or further discussion.

c. **Analysis:** discuss relevant themes, concepts, main ideas, components, or relationships among ideas. Identify hidden assumptions or fallacies in reasoning.

d. **Application:** use concepts to answer a question or solve a problem in actual practice or discuss the implications of a new theory to practice.

e. **Synthesis:** integrate multiple ideas to provide a new perspective or summary or refashioning of ideas.

f. **Evaluation:** assess accuracy, reasonableness, or quality of ideas.

**SNAIL MAILBOXES**

**Student Snail Mailboxes**

Each student is assigned a mailbox located outside N317. **Mailbox keys are distributed at the start of the program and require a $20 deposit which is refunded on return of the key.** For lost keys the deposit is forfeited and an additional $20 is required for the second key. Once mail is placed in the students mailbox it can only be retrieved by the student using the key provided. Faculty and staff are prohibited from removing mail once placed in the mailbox. If you forgot your key, do not ask the staff to check your mailbox.

**Faculty Snail Mailboxes**

Papers, assignments and messages for the program director should be left with the program administrative assistant, Shirley Shaw. Students may leave assignments and messages for the clinical coordinator and other faculty members with any of the PA Administration staff.

**Test Results Notification**

Student Policy Manual—Class of 2019
Tests and other graded assignments are generally returned to the student mailboxes located outside HTECH 317. It is the students' responsibility to check the mailbox frequently for messages from instructors and graded assignments. A student claim of ignorance of grades placed in the mailbox or otherwise posted or announced is not grounds for reconsideration of a grade.

**Faculty Announcements**
Graded papers and other informational items are left in the students' individual boxes. Students must check mailboxes at least weekly while on campus, and at least once while returning for Year II seminars.

**PA Program Expenses (Approximate)**

**IN ADDITION TO TUITION AND FEES**

<table>
<thead>
<tr>
<th>Costs Prior to PA Program Start</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Towson University tuition deposit(^1) upon acceptance</td>
<td>900.00</td>
</tr>
<tr>
<td>CCBC supplies/testing costs(^2) upon acceptance</td>
<td>1,850.00</td>
</tr>
<tr>
<td>Personal Laptop and printer(^3) prior to orientation</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Smartphone(^4) upon acceptance</td>
<td>varies widely</td>
</tr>
<tr>
<td>Personal Health Insurance prior to orientation</td>
<td>varies widely</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer/Fall Year I</th>
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</thead>
<tbody>
<tr>
<td>Mailbox Key Deposit</td>
<td>20.00</td>
</tr>
<tr>
<td>Software/Information Technology(^5)</td>
<td>4,500.00</td>
</tr>
<tr>
<td>Student Society Memberships and Activities(^6)</td>
<td>250.00</td>
</tr>
<tr>
<td>Textbooks (one-time expense)(^7)</td>
<td>2,000.00</td>
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<tr>
<td>Medical Equipment (one-time expense)(^8)</td>
<td>850.00</td>
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<table>
<thead>
<tr>
<th>Spring Year I</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Electronic Logging (entire clinical training)</td>
<td>100.00</td>
</tr>
<tr>
<td>Personal Student Medical Liability Insurance</td>
<td>300.00</td>
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</table>
## Spring Year II/Graduation

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>CCBC Certificate Fee</td>
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### Post Graduate Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCCPA Certification Exam</td>
<td>450.00</td>
</tr>
<tr>
<td>Maryland State Certification (Initial)</td>
<td>207.00</td>
</tr>
<tr>
<td>Delegation Agreement Fee</td>
<td>200.00</td>
</tr>
</tbody>
</table>

*Costs presented are estimated, may be subject to change, and are not inclusive.

1 Applied to Towson University graduate tuition (not an additional expense.)

2 Covers: Standardized patients, standardized testing (PACKRAT), ACLS expenses, Typhon Logging fee, online study assistance, hospital jackets, ID badges and name tags, surrogate patients and genital exam training, cadaver lab, skills lab supplies (surgical sutures, casting materials, parenteral medication and venipuncture equipment, etc.)

3 Students who need to purchase a laptop should consider a lightweight model for easy transport to and from the program. Minimum requirements for the laptop: multimedia package; Windows XP, Vista, or Windows compatible operating system; Microsoft "Word" word-processing software (standard is Microsoft Word 2010); internet service; Towson University and CCBC Email account.

4 The cell phone is to be used throughout the program’s duration. Cell phone initial costs and month fees vary widely. Student will want to shop for the best possible price. Phone services including any fee for individual text messages, as applicable, are to be borne exclusively by the student.

5 This expense occurs in the summer and fall of Year II. Students may expect additional expenses (factored into the $4,500 estimate) as the program progresses.

6 Membership in the Essex PA Program Student Society, SAAAPA, the Maryland Academy of Physician Assistants and the Essex PA Alumni will cost approximately $130 for two years of membership benefits (payable during the beginning of the first fall semester). Although students have many expenses facing them with limited resources at hand, most students will find membership dues for these organizations well worth the investment in a
Transportation

Transportation expenses to and from clinical sites, conferences, and end of rotation sessions are the responsibility of the student. This expense includes tolls, parking fees, gas, automobile upkeep, and license and registration.

CPR Certification

Contracts with clinical sites assure that all students are CPR certified. To maintain this status, PA Students are required to complete the Cardiopulmonary Resuscitation (CPR) Course C for Professionals with the American Heart Association. **Students must also provide verification by the beginning of the program, as a prerequisite to remaining in the program.** Students who fail to complete CPR training by the deadline will not be allowed to start fall classes or continue on clinical rotations. If at any time the certification lapses, the student will not be allowed to continue with clinical rotations.

Professional Liability Insurance

Student Policy Manual—Class of 2019
According to the AAPA, professional liability insurance is “insurance against loss due to claims for damages alleging malpractice...in the exercise of the profession. Establishing individual professional liability protection early in one’s career and maintaining it until retirement is a practical way to reduce some of the risk of malpractice.”

A common way of handling professional liability risk is to transfer it contractually through the purchase of liability insurance. CCBC carries liability insurance for all allied health students to protect the college and its affiliates from damage claims involving the alleged malpractice of students. Many legal authorities recommend that students are best protected personally by carrying an individual policy.

The program requires all physician assistant students to carry individual liability insurance coverage prior to the start of Year I clinical rotations. **Verification of individual liability insurance must be submitted to the program by January 15, 2016 and must be maintained through the conclusion of the program.** Students who fail to provide verification to the program will not begin rotations. Information about approved student liability may be obtained by contacting CM&F Group, Inc., (www.cmfgroup.com) 99 Hudson Street, 12th Floor, New York, New York 10013, or phone 212-233-8911, or fax 212-233-4265. You will want to choose “Class PS” with a $150.00 premium.

**PERSONAL HEALTH INSURANCE COVERAGE**

Allowing health insurance coverage to lapse at any time while in the program will result in immediate removal of the student from clinical site or classes and may ultimately result in program dismissal. Students are required to carry some form of health care insurance while attending the Program and must provide the Program with verification of coverage by the start of Program.

**HEALTH AND IMMUNIZATION RECORDS**

Health and immunization records are kept in the PA offices on the Essex campus and will be distributed to clinical sites as needed. It is the student’s responsibility to return verification of compliance to the PA program secretary at the Essex campus.

**Verifications**

- Student Health Profile must be returned directly to the Dowell Health Center, or students may make appointments to have the form completed at the Dowell Health Center by calling (410) 704-3703.
- Immunization Record must be filled out by a qualified health practitioner.
- Current PPD (or, if positive, chest x-ray), and tetanus toxoid within the last ten years, is required for all students entering the program. Annual PPDs are required for all continuing PA students. Year II students must provide verification of current PPD or chest x-ray before attending summer Year II clinical rotations.
- MMR and chicken pox inoculation or adequate rubella titer is required for all PA students.
- Hepatitis B vaccination or a signed waiver must be provided by Year I students with the Physical Examination Form. Immunizations can be obtained for a very modest fee at the Dowell Health Center.

**INCIDENT REPORTS AND NEEDLE STICK ACCIDENTS**

Occasionally, accidents will occur on the clinical site or in the laboratory. If any student, patient or other staff member be injured as a result of an accident involving a student, the responsible student must first comply with all accident and injury protocols established by the institution at which the incident occurred.

In the case of a needle stick injury or other blood-borne pathogen exposure for the student, Universal Precautions are to be followed (Appendix I). Immediate medical care must be sought from the student’s private physician or from the Towson University Health Center. For known HIV exposure, immediate care is critical to successful management of the incident.

**Students are responsible for the cost of this medical care, and they are required to seek appropriate care in a timely manner.** If the injured student accepts medical care offered at the institution where the incident occurs, he or she will be responsible for any charges for care that may be assessed.

Once the student injury is acutely addressed, students must notify the clinical coordinator or program director by telephone of the incident as soon as possible. The student must file an Incident Report (Appendix J) no later than the next business day.

**DRUG AND ALCOHOL TESTING**

Program clinical sites may require routine random drug and alcohol screening or may require testing based on student inappropriate behavior in the clinical setting. Students required by a clinical setting to undergo screening or testing who test positive for drugs or alcohol are subject to dismissal from the program. Expense of any required drug or alcohol testing is the responsibility of the student. Dismissal from the PA program will occur if the student refuses...
to comply with the required drug and alcohol testing. Towson University and CCBC substance abuse policies can be found in Appendix K and L respectively.

**JCAHO MANDATES**

The School of Health Professions has put into place the following policies to comply with the dominant accrediting body for healthcare organizations and programs, JCAHO (Joint Commission on Accreditation of Healthcare Organization).

Applicants should also be aware that state medical boards will conduct criminal background checks on PA applicants for state licensure. In most instances, individuals with a criminal background will not be granted licensure.

As some affiliate clinical sites require student criminal background checks, all School of Health Program students are required to submit to and pay for criminal background checks prior to the program’s start date and prior to clinical rotations. Students assigned a clinical site where criminal background checks are required and who are denied access to any clinical site based on the criminal background check may be dismissed from the program.

**Criminal Background Check Procedure**

JCAHO has mandated criminal background checks be performed on all persons having any opportunity for patient interaction at its accredited organizations. This includes employees and volunteers as well as students. A criminal background check revealing a conviction for certain crimes could result in a ban from participation in clinical rotations and thus prevent graduation/completion.

1. All students entering the SHP will be subjected to a criminal background check and drug screening prior to the beginning of professional coursework when participating in clinical rotations. This may also be the case if a drug screening is requested by the clinical site.
2. **Students will be directed to use a specific vendor (Certificed Background Check) identified by the School of Health Professions** when submitting to a criminal background check. The following stipulations are exist for the criminal background check and drug screening:
   a. Students may not request to be assigned to sites that do not require a criminal background check and/or drug screening.
   b. Students are responsible for all costs incurred with the criminal background check and drug screening (if indicated).
c. A positive test on the drug screening could result dismissal from the clinical site with the result of preventing completing of the course/clinical objectives and ultimately graduation.

d. A criminal record discovered during a background check that may affect a student’s eligibility to participate in a clinical rotation, practicum or other clinical experience and ultimately the ability to graduate from or complete a professional program.

3. Currently, it is the belief of the School of Health Professions that these screenings can be performed once during a student's enrollment in an academic program. However, depending upon the specific program sequencing and each student’s individual situation, a second background check may be required.

   a. All stipulations for the first background check and drug screening remain in place for the second background screening and drug testing.

**Criminal Background Check Process**

1. The specific vendor being used is **Certified Background Check**
   b. On the home page (left hand side) click “Place Order”
   c. Select Physician Assistant Program
   d. Select **Background Check Only**
   e. Follow the instructions to complete the form.

2. The cost of the background check is the student’s responsibility. You will be asked for a credit card payment at the time you order the background check, or you can mail a money order for a payment.

3. Certified Background Check will inform you of any review or appeal process.

4. If you have specific questions about the background check you can call Certified Background at 888-914-7279

**Physician Assistant Professional Organizations**

**The National Commission on the Certification of Physician Assistants**

NCCPA is the only credentialing organization for physician assistants in the United States. Established as a not-for-profit organization in 1975, NCCPA is dedicated to assuring the public that certified physician assistants meet established standards of knowledge and clinical skills upon entry into practice and throughout their careers. Every U.S. state, the District of Columbia and the U.S. territories have decided to rely on NCCPA certification as one of the criteria for licensure or regulation of physician assistants. [www.nccpa.net](http://www.nccpa.net).
The Accreditation Review Commission for Physician Assistant Educational Programs (ARC-PA)

The ARC-PA is the recognized accrediting agency that protects the interests of the public, including current and prospective PA students, and PA profession by defining the standards for PA education and evaluating PA educational programs within the territorial United States to ensure their compliance with those standards. www.arc-pa.org

The Physician Assistant Education Association (PAEA)

PAEA is the only national organization in the United States representing physician assistant educational programs. Its mission is to pursue excellence, foster faculty development, advance the body of knowledge that defines quality education and patient-centered care, and promote diversity in all aspects of physician assistant education. The Towson/Essex Program is a member of the PAEA. www.paeaonline.org.

The American Academy of Physician Assistants

Established in 1968, the AAPA was organized to facilitate the recognition of the physician assistant profession and to assure the quality of care delivered by members of the profession. Students are eligible for membership in the Student Academy of the AAPA (SAAAPA). Members receive a number of publications, have access to a job service and are eligible to compete for scholarships. www.aapa.org.

The Maryland Academy of Physician Assistants

Formed in 1976, MAPA is a constituent chapter of the AAPA. A member of the Essex Student Society will be elected to attend MAPA board of director’s meeting and report back to the student society. Each year a student from one of the Maryland programs in elected by MAPA member students from all of the program to be the student board member. Each year, the MAPA awards one or more scholarships to Maryland registered PA students, and supports student projects in a variety of ways. www.mdmapa.org

Pi Alpha (The National Honor Society for Physician Assistants)

Pi Alpha is the national PA honor society organized for the promotion and recognition of both PA students and graduates. Membership signifies the inductees’ significant academic achievement and honors them for their leadership, research, community/professional service, and related activities. The society also encourages a high standard of character and conduct among students and graduates.
Student membership in Pi Alpha is an honor bestowed upon a graduating student in recognition of **not only** scholastic achievement (minimum professional GPA of 3.5 on a 4.0 scale **but also** demonstrated excellence in research, publishing, community professional service, or leadership activities. GPA alone is not an indication for induction. Total number of student members cannot exceed 15% of graduating class.

**The Essex PA Student Society**

As a constituent chapter of the Student Academy of the American Academy of Physician Assistants (SAAAPA), the Essex Physician Assistant Student Society exists to promote the physician assistant profession through public education and community service projects in close cooperation with the Physician Assistant Program, the Maryland Academy of Physician Assistants (MAPA) and the American Academy of Physician Assistants (AAPA). SAAAPA bylaws, rules and directions for registered student societies are available at [www.aapa.org](http://www.aapa.org).

Student Society Members (**who must also be members of AAPA**) will elect: society officers in accordance with Society Bylaws approved by AAPA, a nominee to represent the society to the MAPA board of directors, the assembly of representatives of SAAAPA, and the AAPA House of Delegates.

**Essex PA Alumni Association**

The Essex PA Alumni was established in Spring 1996 to support the Program and its students. Students may join the Alumni for free. The following are excerpts from the 1996 Annual Report and proposed Constitution and Bylaws.

**The purpose of the Association shall be to:**

- Promote fellowship between the students and alumni of the Essex PA Program
- Increase public awareness regarding the physician assistant profession
- Continually support and contribute to the Essex PA Program
- Grant scholarships and awards to selected students
- Recognize outstanding alumni

**Future goals of the Association include:**

- Conduct student activities to promote public awareness of PAs
- Conduct seminars/CME for students and members
- Establish alumni directory for members and students to enhance networking, employment and preceptor opportunities
- Establish a quarterly newsletter
- Provide social functions including an annual and semiannual reunion.
CCBC President’s Distinguished Graduate Award

Interested students must complete a biographical information sheet and must be nominated by a member of CCBC faculty or staff. Finalists must be available for interviews. The recipient must meet the following criteria:

- The nominee must be graduating from a degree program by the spring of the year in which application is made.
- The nominee should have demonstrated exemplary leadership skills and service in helping others and may have overcome significant challenges in this achievement.
- The recipient must have a minimum of 3.5 GPA.
- 50% of the nominee’s program must have been completed at CCBC.
- The recipient must be present at the spring graduation ceremony at CCBC Essex.

PA Program (SHP) Outstanding Student Award

The program faculty nominate up to 10% of eligible graduating students
- Overall PA Program GPA of 3.5
- Demonstrated leadership ability
- Clinical excellence as attested by clinical evaluations
- Service to the program (Advisory Council, applicant Interviews, PA day activities, class officer, AOR or HOD representative, etc.)

Conference Attendance

The program faculty encourages and supports student attendance of the annual conferences of the AAPA/SAAAPA, MAPA and the Essex PA Alumni for students in good program standing. Conferences are opportunities to meet clinical instructors, students from other programs, and potential employers.

The fall schedule is planned so that students will attend the MAPA conference. The conference is often held out of town and students need to be prepared to pay for at least one night’s lodging. Students unable to attend the conference may be held responsible for any education content required by the program faculty.

Year II students are encouraged to attend the conference with the permission of their preceptor. For conferences other than the MAPA Annual Conference, students in good standing who provide proof of registration no later than three weeks prior to the conference may be excused from classes with the permission of the involved instructor(s) and the program director.

Class Officers
Each new physician assistant class elects class officers in September of Year I. This gives the students an opportunity to get to know each other before deciding who should be in leadership positions. Each class is appointed a class advisor by the program director.

**Before mid-September**, the class advisor will announce the election date and select a member of the class who is not interested in running for office to take nominations and conduct the election. Elections will be conducted in the manner prescribed by SAAAPA for Student Society. Class officer positions are: President, Vice President, and Secretary/Treasurer. Each officer also serves on the board of the Essex SAAAPA Student Society. The officers may appoint committees and committee chairs.

**Class goals include:**
1. Supporting the program’s Student Society by designating 60% of all income to the Student Society (for community service efforts).
2. Participating in and supporting all Student Society fundraisers and activities.
3. Supporting the program’s and Student Society’s PA Day Celebration activity.
4. Planning class activities and event.
5. Attending SAAAPA (AAPA recommended regional conferences)
6. Others identified by the class.

**Graduation Planning**

**Requirements for Successful Completion of Program**
1. Successful completion of all PA Program (CCBC and Towson University) courses on a fulltime basis in the outlined sequence.
2. Achievement of an overall 3.00 GPA for Towson University Graduate physician assistant courses with no more than two “C” course grades.
3. The medicine courses provide the foundation needed for successful program completion. Therefore, achievement of minimum of a “B” in PAST 604 or PAST 608 is required. Students who do not earn at least a “B” for one of these courses may not continue in the program.
4. All medicine course exams (PAST 603, 604, 605, and 608) as defined in the course syllabus must be achieved with a minimum of a “C” grade.
5. Achievement of an overall 3.00 GPA for CCBC physician assistant courses with no more than two “C” course grades.
6. Achievement of a minimum score as defined in course syllabi
   - Year I summative evaluation tests
• Standardized patient Objective Structured Clinical Exams (OSCEs)
• Clinical simulation testing (as applicable)

7. Recommendation by the Student Progress Review Committee (SPRC) for continuation into the second year.

8. Achievement of a minimum score as defined in course syllabi for the Year II summative evaluation tests, standardized patient Objective Structured Clinical Exams (OSCEs) and clinical simulation testing (as applicable)—and recommendation by the Student Progress Review Committee (SPRC) for continuation to the primary care preceptorship.

9. Completion of all program requirements within 36 months of beginning the physician assistant program.

10. Full compliance with all Physician Assistant Program, Towson University and CCBC policies.

11. Successfully demonstrates professionalism

**APPLYING FOR GRADUATION**

Students are responsible to register and submit a CCBC $20 (subject to change) certificate of completion fee. Payment of this fee assures that the student transcript reflects successful program completion. The deadline is found in the CCBC Catalog. Towson University holds its graduation ceremonies at the end of each fall, winter and spring semesters. Graduate students are eligible and are encouraged to participate in the fall/winter ceremony. Please consult the Towson University Graduate Catalog for graduation policies and fees. All students must register to graduate whether or not they participate.

**GRADUATION CEREMONY**

The PA Program hosts a ceremony for the awarding of Physician Assistant Professional Certificates in the beginning of the fall following program completion. The date, time and place of the ceremony are set by the program faculty and announced by the end of Year I. Graduating students are encouraged to submit guest speaker recommendations to the program director by May 1 in the year of graduation. It is customary for the Year I class to form a committee to assist with the program graduation ceremony and reception. Year I members assist with the white coat ceremony, act as ushers, and may serve at the reception.

**CERTIFICATE AWARDS**

The PA Program issues certificates only once per year on the date of the graduation ceremony. Students who complete the program on time and those who complete the program within two months of graduation may participate in the ceremony. Students completing the program late will have their...
certificate held until all course work is complete. Students who complete the program beyond two months from the graduation date will receive certificates at the time of the next graduation.
APPENDIX A

Statement of Values of the Physician Assistant Profession*

- Physician assistants hold as their primary responsibility the health, safety, welfare, and dignity of all human beings.
- Physician assistants uphold the tenets of patient autonomy, beneficence, non-maleficence, and justice.
- Physician assistants recognize and promote the value of diversity.
- Physician assistants treat equally all persons who seek their care.
- Physician assistants hold in confidence the information shared in the course of practicing medicine.
- Physician assistants assess their personal capabilities and limitations, striving always to improve their medical practice.
- Physician assistants actively seek to expand their knowledge and skills, keeping abreast of advances in medicine.
- Physician assistants work with other members of the health care team to provide compassionate and effective care of patients.
- Physician assistants use their knowledge and experience to contribute to an improved community.
- Physician assistants respect their professional relationship with physicians.
- Physician assistants share and expand knowledge within the profession.

*American Academy of Physician Assistants, reaffirmed 2013
APPENDIX B

Physician Assistant Essential Functions*

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

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

The specific tasks performed by individual PAs cannot be delineated precisely because of the variation in practice requirements mandated by geographic, political economic and social factors. At a minimum, however, PAs are educated in areas of basic medical science, clinical disciplines and discipline-specific problem solving. PA practice is characterized by clinical knowledge and skills in areas traditionally defined as family medicine, internal medicine, pediatrics, obstetrics, gynecology, surgery, and psychiatry/behavioral medicine. Physician assistants practice in ambulatory, emergency, inpatient, and long-term care settings. Physician assistants deliver health care services to diverse patient populations of all ages with a range of acute and chronic medical and surgical conditions. They need knowledge and skills which allow them to function effectively in a dynamic health care environment. Services performed by physician assistants while practicing with physician supervision include but are not limited to evaluation, monitoring, therapeutic, patient education and referral.

*2014 ARC-PA: http://www.arc-pa.com/about/about_pa.html
Towson University: https://grad.towson.edu/program/master/past-ms/prospective/sp.asp
APPENDIX C

Competencies for the Physician Assistant Profession

Originally adopted 2005; revised 2012; adopted by ARC-PA, NCCPA, and PAEA; pending adoption by AAPA

PREAMBLE

Between 2003-2004, the National Commission on Certification of Physician Assistants (NCCPA) led an effort with three other national PA organizations (Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), American Academy of Physician Assistants (AAPA), and Physician Assistant Education Association (PAEA)--formerly Association of Physician Assistant Programs (APAP)) to define PA competencies in response to similar efforts conducted within other health care professions and the growing demand for accountability and assessment in clinical practice. The resultant document, Competencies for the Physician Assistant Profession, provided a foundation from which physician assistant organizations and individual physician assistants could chart a course for advancing the competencies of the PA profession.

In 2011, representatives from the same four national PA organizations convened to review and revise the document. The revised manuscript was then reviewed and approved by the leadership of three of the four organizations in 2012; the AAPA House of Delegates will consider the new version in 2013.

INTRODUCTION

This document serves as a map for the individual PA, the physician-PA team, and organizations committed to promoting the development and maintenance of professional competencies among physician assistants. While some competencies will be acquired during formal PA education, others will be developed and mastered as physician assistants progress through their careers. The PA profession defines the specific knowledge, skills, attitudes, and educational experiences requisite for physician assistants to acquire and demonstrate these competencies.

The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. Professional competencies for physician assistants include the effective and appropriate application of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, and systems-based practice.
Patient-centered, physician assistant practice reflects a number of overarching themes. These include an unwavering commitment to patient safety, cultural competence, quality health care, lifelong learning, and professional growth. Furthermore, the profession’s dedication to the physician-physician assistant team benefits patients and the larger community.

**PHYSICIAN ASSISTANT COMPETENCIES**

**Medical Knowledge**
Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations. Physician assistants are expected to understand, evaluate, and apply the following to clinical scenarios:

- evidence-based medicine
- scientific principles related to patient care
- etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- signs and symptoms of medical and surgical conditions
- appropriate diagnostic studies
- management of general medical and surgical conditions to include pharmacologic and other treatment modalities
- interventions for prevention of disease and health promotion/maintenance
- screening methods to detect conditions in an asymptomatic individual history and physical findings and diagnostic studies to formulate differential diagnoses

**Interpersonal & Communications Skills**
Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients’ families, physicians, professional associates, and other individuals within the health care system. Physician assistants are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients
- use effective communication skills to elicit and provide information
• adapt communication style and messages to the context of the interaction
• work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
• demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
• accurately and adequately document information regarding care for medical, legal, quality, and financial purposes

**Patient Care**
Patient care includes patient-and-setting-specific assessment, evaluation, and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable. Physician assistants are expected to:

• work effectively with physicians and other health care professionals to provide patient-centered care
• demonstrate compassionate and respectful behaviors when interacting with patients and their families
• obtain essential and accurate information about their patients
• make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
• develop and implement patient management plans
• counsel and educate patients and their families
• perform medical and surgical procedures essential to their area of practice
• provide health care services and education aimed at disease prevention and health maintenance
• use information technology to support patient care decisions and patient education

**Professionalism**
Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one’s own. Physician assistants must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:
• understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
• professional relationships with physician supervisors and other health care providers
• respect, compassion, and integrity
• accountability to patients, society, and the profession
• commitment to excellence and on-going professional development
• commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
• sensitivity and responsiveness to patients’ culture, age, gender, and abilities
• self-reflection, critical curiosity, and initiative
• healthy behaviors and life balance
• commitment to the education of students and other health care professionals

**Practice-based Learning & Improvement**
Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement. Physician assistants must be able to assess, evaluate, and improve their patient care practices. Physician assistants are expected to:

• analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team locate, appraise, and integrate evidence from scientific studies related to their patients’ health
• apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness
• utilize information technology to manage information, access medical information, and support their own education
• recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others

**Systems-based Practice**
Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve
the health care system of which their practices are a part. Physician assistants are expected to:

- effectively interact with different types of medical practice and delivery systems
- understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively
- practice cost-effective health care and resource allocation that does not compromise quality of care
- advocate for quality patient care and assist patients in dealing with system complexities
- partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes
- accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- apply medical information and clinical data systems to provide effective, efficient patient care
- recognize and appropriately address system biases that contribute to health care disparities
- apply the concepts of population health to patient care

http://www.nccpa.net
Appendix D
Towson University · CCBC Essex Physician Assistant Program

Student Advisement Record

Student Name:  

Date/Time: 6/18/2018 1:08 PM

Assigned Advisor: [] Frydenborg  [] Galloway  [] Neumann  [] Schwartz  [] Sewell  [] Solomon

Advisor this Session: [] Frydenborg  [] Galloway  [] Neumann  [] Schwartz  [] Sewell  [] Solomon

Reason for Advisor Change this Session (if applicable):
[] Advisor not Available  [] Course instructor  [] Referred to/by Program Director  [] Tutoring/ Mentoring/ Research  [] Other:

Nature of Advisement (Check all related): [] Scheduled  [] Unscheduled
[] General feedback  [] Personal  [] Academic  [] Practicum  [] Medical (must be referred)
[] Professional/ behavior  [] Impairment (must be referred)  [] Mental health (must be referred)
[] Harassment (must be referred)  [] Progress assessment  [] Probation  [] Dismissal  [] ADA (documentation need)

Review of Performance: [] Good Standing  [] Remediation  [] Deceleration  [] Probation

# of TU “Cs” & course # (s)  # of CCBC “Cs” & course # (s)

Issue(s) as Described by Student: 

Issue(s) as Discussed by Current Advisor: 

Outcome(s) as Described by Advisor: 

CONTINUED or RESTORED To “GOOD STANDING”  [] Completion of any remediation

REFERRED to SPRC for [] Review  [] Dismissal  [] Deceleration  [] Remediation  [] Leave of Absence

REFERRED to [] SHP Honor Council  [] Student Grievance Council

Follow up as needed only:

Referred for follow up to:

Date of Next Meeting with Advisor: 

Electronic or Written Advisor Signature: 

Electronic or Written Student Signature: 

[] Copy to Student- CTRL-P  [] Copy to file- CTRL-P  [] Copy for referral- CTRL-P

Form 5/1/15

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APPENDIX E

Student Resources

Job Placement: Students may use PA publications and the AAPA online job website. The CCBC College Office of Student services includes a Job Placement Center, which posts employment opportunities and holds an annual health related Job Fair. Towson University Career Center services are also available to PA students. The Center can be contacted at (410) 704-2233 and on the web at www.towson.edu/careercenter.

Students in Crisis: Students needing counseling for issues outside the academic arena, or who want help with test taking skills are encouraged to make an appointment with the CCBC Essex Office of Student Services.

The Towson University Dowell Medical Center (410-704-2466) is available at any time during the day (8:30 AM to 5:00 PM) and after hours by appointment to either provide you with help or make arrangements to get you to help in an emergency.

A number of services are available to individuals in crisis situations through www.allaboutcounseling.com/crisis_hotlines.htm

Towson-Based Financial Aid: Towson University is the parent institution for financial aid for students in the collaborative Physician Assistant Program. Financial aid is available to PA graduate students who are making satisfactory academic progress fulfilling the eligibility requirements of the program. Students must be registered in six or more credits per semester.

Towson University receives a limited amount of money each year from the Federal Perkins Student Loan Program to assist students. The program is need based. To be eligible for consideration for any type of financial aid, a student must file a Free Application for Federal Student Aid (FAFSA) or renewal application.

For full consideration, all application materials should be received in the Towson Financial Aid Office by March 15 for the following academic year, although materials may be filed after that date. Students may apply as early as January 30th. More information on financial aid programs and
eligibility requirements is available upon request from the Towson Office of Financial Aid.

**CCBC Essex Library:** The James A. Newpher Library is located at the west end of the campus. An interlibrary loan system makes materials available to CCBC from other educational institutions and public collections including the University of Maryland Medical Library.

**Towson University Library:** Available online for all resources. Located near the center of the campus. It serves as the hub of information resources for the university. A cooperative borrowing and delivery agreement with the other University System of Maryland libraries exists to help share library materials. For more information call 410-704-2461.

**Franklin Square Hospital Center Library:** Located on the ground floor adjacent to the College Campus. Open to PA students assigned to the hospital who have a current picture ID card.

**University of Maryland Medical Library:** Located on the UMB campus in downtown Baltimore. Accessible to students with a current Towson University ID badge.

**Additional Libraries:** Other hospital affiliates allow students assigned to their sites to use in-house library and computer facilities. Students must strictly adhere to the policies of the institutions when using the libraries. Any and all costs or late fees are not the responsibility of the Program, but will be borne in full by the student. Students with outstanding debts to affiliates or other agencies will not receive their certificate of completion until and unless those debts are satisfied.

**Computer Laboratories:** Located on the first floor of the James A. Newpher Library is a computer area for the use of PA and other students. The facilities may be used during regular library hours. The program also has a small computer lab in HTECH217. These labs are available for computer access. Only limited printing may done. Printing for PowerPoint presentations is not permitted.
APPENDIX F

Code of Classroom Conduct

- Students will at all times demonstrate respect for and courtesy to all faculty, instructors, fellow students and guests in addition to following all other published guidelines and policies on classroom attendance and behavior.
- Students will arrive sufficiently early for scheduled classes, labs and other classroom activities to be seated, settled and ready to begin at the scheduled start of the class.
- Students arriving late due to an emergency will enter the back of the lecture hall quietly, take the nearest available seat, and settle themselves quickly causing the least possible disruption.
- Students arriving late due to an emergency (in addition to calling ahead if possible) will apologize to the instructor and to fellow classmates at the first appropriate opportunity.
- Once class has begun students will remain seated and attentive until the instructor announces a class break or formally dismisses the class.
- If a true emergency arises necessitating that a student leave the classroom before dismissal, the student will leave and return (taking the nearest available seat to the door) as quietly as possible and apologize to the instructor at the first appropriate opportunity and provide an explanation for this breach in classroom etiquette.
- Once the instructor speaks, students will cease talking and all other activities, become immediately attentive, and will not talk during class unless formally recognized by the instructor or presenter to ask or respond to a question.
- Students will address faculty, instructors, and guests by their appropriate titles-Dean, Professor, Dr., Ms., or Mr., etc.
- Students questioning or challenging material presented, instructions or test questions will do so courteously and respectfully recognizing that they are interacting with superiors.
- Students failing to follow the Code of Classroom Conduct may receive verbal or written warning regarding their conduct and may be asked to leave the classroom upon committing an infraction.
APPENDIX G

Physician Assistant Student Honor Code and Academic Honesty

Preamble

Academic and professional integrity, professional conduct, and respect for all individuals are crucial to the existence and development of any academic and professional community. If the highest standards of integrity and honesty are not maintained, the reputations of the University, College, Physician Assistant Program, and the individual student are compromised and a disservice is done to the community and society as a whole.

The Towson University ● CCBC Essex Physician Assistant Program Honor Code is designed to foster personal and professional integrity and applies to activities that take place on the campuses of Towson University, CCBC and all off-campus. Off-campus activities include professional activities such as educational conferences, meetings or any situation in which the student represents her/himself as a Towson University ● CCBC Essex physician assistant student. The development of an individual who will serve as exemplary member of the physician assistant profession requires compliance with the Honor Code in all aspects of the student’s life.

Honor Code

1. The student will not cheat (including plagiarism or falsification of documents) and will not tolerate those students who do.
2. The student will not steal nor willfully damage property of the program or its affiliates and will not tolerate those students who do.
3. The student will report immediately any and all violations of the Honor Code that are observed by him/her or reported to him/her.
4. The student will adhere to all tenets delineated in the AAPA Physician Assistant Code Ethics.
5. Any student found to have violated any provisions of the Honor Code will be subject to disciplinary action including dismissal from the program, university and/or college.

I, the student, have read and agree to abide by the Physician Assistant Program Honor Code. I understand that violations of the honor code may lead to my dismissal from the program, college or university. I also understand that I am bound to adhere to all codes of conduct for the School of Health Professions, CCBC and Towson University.
APPENDIX H

Plagiarism Statement

(Attach to all work turned in as part of the PA Program Study)

I verify in signing this statement that this paper is my own original work and has not been submitted for any other course.

I understand that if any portion of this paper is found to have been plagiarized or is suspected to be plagiarized the matter will result in immediate suspension from the program and referral to a faculty panel or disciplinary committee for adjudication.

I understand that students found to have plagiarized are dismissed from the program.
APPENDIX I

UNIVERSAL PRECAUTIONS

CDC Recommendations for prevention of HIV, HBV and other bloodborne pathogens transmission in healthcare settings.
http://www.cdc.gov/mmwr/preview/mmwrhtml/00000039.htm

The risk of nosocomial transmission of HIV, HBV, and other bloodborne pathogens can be minimized if health-care workers use the following general guidelines:

1. Take care to prevent injuries when using needles, scalpels, and other sharp instruments or devices; when handling sharp instruments after procedures; when cleaning used instruments; and when disposing of used needles. Do not recap used needles by hand; do not remove used needles from disposable syringes by hand; and do not bend, break, or otherwise manipulate used needles by hand. Place used disposable syringes and needles, scalpel blades, and other sharp items in puncture-resistant containers for disposal. Locate the puncture-resistant containers as close to the use area as is practical.

2. Use protective barriers to prevent exposure to blood, body fluids containing visible blood, and other fluids to which universal precautions apply. The type of protective barrier(s) should be appropriate for the procedure being performed and the type of exposure anticipated.

3. Immediately and thoroughly wash hands and other skin surfaces that are contaminated with blood, body fluids containing visible blood, or other body fluids to which universal precautions apply.

4. Glove Use for Phlebotomy should reduce the incidence of blood contamination of hands during phlebotomy (drawing blood samples), but they cannot prevent penetrating injuries caused by needles or other sharp instruments. The likelihood of hand contamination with blood containing HIV, HBV, or other bloodborne pathogens during phlebotomy depends on several factors:

5. The skill and technique of the health-care worker

6. The frequency with which the health-care worker performs the procedure (other factors being equal, the cumulative risk of blood exposure is higher for a health-care worker who performs more procedures)

7. Whether the procedure occurs in a routine or emergency situation (where blood contact may be more likely)

8. The prevalence of infection with bloodborne pathogens in the patient population.

The likelihood of infection after skin exposure to blood containing HIV or HBV will depend on the concentration of virus (viral concentration is much higher for hepatitis B than for HIV), the duration of contact, the presence of skin lesions on the hands of the health-care worker, and -- for HBV -- the immune status of the health-care worker. Although not accurately quantified, the risk
of HIV infection following intact skin contact with infective blood is certainly much less than the 0.5% risk following percutaneous needlestick exposures.

In universal precautions, all blood is assumed to be potentially infective for bloodborne pathogens, but in certain settings (e.g., volunteer blood-donation centers) the prevalence of infection with some bloodborne pathogens (e.g., HIV, HBV) is known to be very low.

Some institutions have relaxed recommendations for using gloves for phlebotomy procedures by skilled phlebotomists in settings where the prevalence of bloodborne pathogens is known to be very low. Institutions that judge that routine gloving for all phlebotomies is not necessary should periodically reevaluate their policy. Gloves should always be available to health-care workers who wish to use them for phlebotomy. In addition, the following general guidelines apply:

1. Use gloves for performing phlebotomy when the health-care worker has cuts, scratches, or other breaks in his/her skin.
2. Use gloves in situations where the health-care worker judges that hand contamination with blood may occur, for example, when performing phlebotomy on an uncooperative patient.
3. Use gloves for performing finger and/or heel sticks on infants and children.
4. Use gloves when persons are receiving training in phlebotomy.

Selection of Gloves

5. The following general guidelines are recommended:
6. Use sterile gloves for procedures involving contact with normally sterile areas of the body.
7. Use examination gloves for procedures involving contact with mucous membranes, unless otherwise indicated, and for other patient care or diagnostic procedures that do not require the use of sterile gloves.
8. Change gloves between patient contacts.
9. Do not wash or disinfect surgical or examination gloves for reuse. Washing with surfactants may cause "wicking," i.e., the enhanced penetration of liquids through undetected holes in the glove. Disinfecting agents may cause deterioration.
10. Use general-purpose utility gloves (e.g., rubber household gloves) for housekeeping chores involving potential blood contact and for instrument cleaning and decontamination procedures. Utility gloves may be decontaminated and reused but should be discarded if they are peeling, cracked, or discolored, or if they have punctures, tears, or other evidence of deterioration.

Last Revised June 24, 1988
APPENDIX J

Incident Report

Student's Name: ____________________________ Year: ____________

Date: __________________________

Date(s) and Time(s) incident occurred: ________________________________

Institution/Office: ______________________________________________

Name of Preceptor: ________________________

Has an Incident Report been filed at the institution? YES NO

If YES, who filed the report?

________________________________________________________________________

Number assigned to the report:

________________________________________________________________________

Describe incident in detail. Give times, names of other personnel present, etc. (Attach additional sheets if necessary)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of Student: ____________________________________________

Date: __________________________

Disbursement of Incident Report Form:

1. Original for Clinical Coordinator file
2. Student file
3. SHP Dean
   Program Director
   Remitting Institution
APPENDIX K

Towson University Substance Abuse Policy

The use of controlled substances and the abuse of alcohol present a serious threat to individual health and everyone’s safety. Moreover, the use of illegal drugs and the abuse of alcohol can result in less than complete reliability, stability, and good judgment, which is inconsistent with the standards set for the faculty, staff, and students of Towson University (“University”).

Towson University strives to maintain a workplace free from the illegal manufacture, use, distribution, or possession of controlled substances (“Controlled Dangerous Substance Violations”). Controlled Dangerous Substance Violations are considered violations of Towson University’s Code of Student Conduct, the faculty contract, and the terms of employment of regular and contingent (exempt/nonexempt) staff. Faculty, students, and employees who commit Controlled Dangerous Substance Violations are subject to discipline, including mandatory counseling, suspension, or dismissal from the University. Persons who commit Controlled Dangerous Substance Violations are also subject to criminal prosecution. Alcohol abuse is a form of substance abuse. Persons who consume alcohol on the University campus are responsible to civil and University authorities for compliance with State and local laws. It is a violation of Maryland law for persons under 21 to purchase, possess, or consume alcohol. The following acts are also unlawful: to knowingly and willfully misrepresent one’s age to obtain alcohol; to purchase alcohol for a minor; and to possess open containers of alcohol in a public place. Violations of the laws relating to alcohol use will be strictly enforced. Specific procedures for reporting drug and/or alcohol use by students, and related penalties and procedures are part of the Towson University Student Code of Conduct. Employee disciplinary measures and procedures for violations of this policy are part of the Faculty Handbook, the Part-Time Faculty Handbook, and applicable personnel policies.

In addition to this policy, University employees, including student employees, are subject to the Maryland Governor’s Executive Order 01.01.1991.16 which is attached to this policy and incorporated by reference. In accordance with federal law, the University’s substance abuse policy will be distributed annually to all students and employees.

Adopted 2013
http://www.towson.edu/studentaffairs/judicialaffairs/Substance%20Abuse%20Brochure%202013.pdf
APPENDIX L

CCBC Essex Substance Abuse Policy

The Community College of Baltimore County is concerned about the adverse effects that drugs and alcohol can have upon society, families, and education. To that end, the college is committed to establishing and promoting campus environments free from the unlawful use and abuse of illicit drugs and alcohol. The college can accomplish drug-free campuses through the distribution of policy statements, development of awareness and educational programs, and the establishment of counseling and referral programs for their campus members.

The Community College of Baltimore County subscribes to the Network of Drug-Free Colleges and Universities Statement of Standards (1988) that states, “American society is harmed in many ways by alcohol abuse and drug use – decreased productivity, serious health problems, breakdown of the family structure, and strained societal resources. Problems of abuse have a pervasive impact upon many segments of society – all socioeconomic groups, all age levels and even the unborn. Education and learning are especially impaired by drug use and alcohol abuse. Abuse among college students inhibits their educational development and is a growing concern among our nation’s institutions of higher education.”

As institutions concerned with drug use and alcohol abuse and as institutions receiving federal funds, the college has established a drug and alcohol policy and support and will enforce both the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. These laws require the college to notify their campus members about such items as policies, legal and disciplinary sanctions, health risks, and available sources of counseling, treatment, or rehabilitation.

The Community College of Baltimore County substance use policy declares that the college will not tolerate the manufacture, possession, use, distribution, dispensation, or sale of controlled, dangerous substances, illegal drugs of any kind, or associated paraphernalia on any of its locations, within any of its facilities, or at any college-sponsored or supervised activity on or off campus. Students, faculty, or staff who violate this policy may be suspended and subject to dismissal, criminal prosecution under local, state, or federal law and/or participation in a drug education/rehabilitation program. Irresponsible or illegal use or distribution of alcohol will be subject to penalties set forth in individual campus policy. The usual penalty for drug distribution, manufacture, and dispensing will be dismissal, while use or possession may incur a lesser
penalty, including successful completion of an approved drug education/counseling component.

Punishment could be up to 30 years in jail and $25,000 fine or both, under federal law for manufacture, distribution, dispensation and/or sale. Maryland law states that a felony conviction for manufacture, distribution, dispensation, or possession of a controlled, dangerous substance is punishable by a prison sentence up to 20 years or a fine up to $25,000, or both. Under the Drug-Free Workplace Act of 1988, should an employee be convicted of a criminal drug statute violation occurring in the workplace, it is that employee’s obligation to notify the appropriate dean no later than five (5) days after such conviction.

While it could be assumed, because of the size and organizational structure of the college, that the college administration may be aware of the conviction, it does not relieve the employee of his/her responsibility to meet the five-day notification requirement. It is the college’s responsibility to notify the appropriate federal agency within ten (10) days after receipt of such notice from the employee. Within 30 days of receipt, it is the college’s responsibility to take appropriate personnel action.

The college provides referral and resource services for those confronted with problems of drug and/or alcohol abuse.

Anyone who might be experiencing a drug or alcohol-related problem is encouraged to contact the appropriate college office – human resources, counseling, student life, athletics, or dean.

As required by the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act amendments of 1989 and as a condition of employment and/or enrollment at The Community College of Baltimore County, each student, faculty, and staff member is required to abide by the terms of this policy.

The Community College of Baltimore County will continue to make a good faith effort to maintain a pleasant working and learning environment. We ask that you do your part to help to make our campuses drug-free.

Adopted 2003
http://www.ccbcmd.edu/media/publicsafety/drugfreeworkact.pdf
APPENDIX M

Probation and Remediation Guidelines

(Approved by Governance Committee: 2/15/2017)

The purpose of these policies is to ensure that students graduated from the TU/CCBC Essex PA program are of the highest caliber and capable of providing quality care having entered the health care arena. During the course of student education, occasionally, students may not meet the benchmarks needed to progress to the desired outcome. As a result, the program has implemented a variety of mechanisms and guidelines to assist the student in meeting these benchmarks while assuring program standards are maintained.

Toward this end, the program has established guidelines for advisement, probation, remediation, deceleration, and dismissal with the overall intent of retaining and graduating high-caliber students.

Definitions

Advisement: The process by which all full-time faculty members meet with students for determining and following their progress throughout the program. At minimum, this should occur formally once per semester and as necessary depending on faculty-student issues which may include: progress, performance, and professional behaviors.

- Each student will be assigned a faculty advisor
- Formal advisement forms will be placed in the student file and a copy to the student
- Both students and faculty will initial or sign the advisement form
- The student need not agree with the content of the form but initials it as having been made aware of its existence

Students are welcome to use advising to review and assist in planning their progress and development throughout the physician assistant training.

Official advisement forms are available to all faculty members. Once completed, this document is maintained as part of the student’s advisement record in their program documentation binders. The advisement forms come part of the student’s program record.

Probation: There are three levels of probation—course probation, program probation, and college probation. Institutional guidelines umbrella the program
probation guidelines. PA program probation may involve either academic or clinical course issues, including professional behavior problems.

Course probation: May be either academic or clinical and can involve failure of course skill sets and/or for unapproved classroom and/or professional behaviors (including multiple or unexcused absences). Course probation may be resolved through advisement and/or remediation providing there is adequate evidence of successful completion of the remediation tasks. Course probation does not imply a grade change; however successful remediation does imply having met cognitive, technical or behavioral benchmarks.

- Course probation does not always lead to remediation. *(The course instructor or coordinator may decide that mastery in a course may be demonstrated through performance on a final examination. Likewise, poor performance on a midterm examination may lead to resolution of cognitive issues simply through a program of tutoring.)*

- Students are removed from course probation at the end of their junior year and the end of the senior year once a GPA of 3.0 and/or no other grade below a B are earned.

- Clinical course probation is typically remedied by repeating a rotation.

Course probation is to be documented on an advisement form, which details any likely resolution determined by the faculty member involved. It should be sent to SPRC for informational purposes only and will be resolved through the faculty, or course coordinator, and the student.

Program Probation: Students will be placed on program probation if they have met one of the following criteria:

- Either 2 CCBC course grades of ‘C’ or 2 Towson University course grades of ‘C’ or 1 Towson University and 1 CCBC course grades of ‘C’

- Either a GPA which has fallen below 3.0 in either CCBC and/or Towson University GPA records.

- In light of the fact that the student is on program probation, the student may be required (by the SPRC) to relinquish classroom leadership roles, out of state clinical rotations, and/or program sponsored extracurricular activities. This SPRC requirement, if implemented, is based upon the program’s ability to closely monitor the student and for the student to be assured of ample
time to pursue his or her academic and clinical studies without outside interference.

- Deceleration may be used as a vehicle to restore a student to good standing. Only the SPRC can grant the permission to initiate a program of deceleration. Only the college of health professions and graduate school of Towson University can grant permission to repeat PA coursework.

The following text comes from the TU graduate catalog and addresses the criteria for graduation from the Towson University Graduate School.

**Good academic standing in a degree program requires a minimum 3.00 GPA for all courses taken for graduate credit, whether or not they are required for the degree. Students must achieve a grade of B or better in prerequisite courses. Good academic standing is necessary to transfer course work and to graduate. Should the degree student’s average fall below a 3.00 (including graduate level, prerequisite courses), a letter of academic warning will be sent from the Registrar’s Office. The GPA must be restored to 3.00 within 9 graduate units. A student on academic probation who does not restore the GPA to 3.00 as required will be withdrawn from the degree program. The 3.00 average may be restored by repeating courses or by taking additional courses. With approval from the graduate program director, no more than two courses beyond those required in the degree can be used to raise the GPA. All requirements for the program must be completed within the time limitation policy.**

College Probation: Instructors and faculty involved in the student’s development are referred to the college catalogue and institutional policies and procedures, which detail the necessary processes. Specific behavioral and GPA infractions are addressed. Students are generally notified about their status through institutional communications (mail, email, etc.). Return to good standing, if feasible, is usually through program approval and deceleration (repeating course work) and attainment of the necessary GPA. It should be known that return to good standing may involve outside committees such as Honor Code Committees, etc. to determine criteria for good standing. Probation may evolve into dismissal.

- Both CCBC and TU are student advocates
- Graduation from the Graduate School requires the student to meet all of the TU requirements for graduation
• Since both colleges have honor committees infractions of behavior or professionalism within a course should be referred to the corresponding honor code resolution committee

Remediation: On occasion, a student may not meet the benchmarks mandated by the program or course (typically a grade lower than 'B'). The program assumes the responsibility, in conjunction with the student involved, in making a reasonable attempt at resolving this benchmark failure. Remediation is a formal process undertaken by the student with faculty guidance to assure the successful demonstration of competencies and/or improved behaviors.

• The process of remediation does not automatically imply a grade change.

• Remediation may never be used for the sole purpose of a grade change.

• Students who have not completed their course work and have received an {I, incomplete} grade may receive a grade change from an incomplete grade (I) to their earned grade.

• Students who have earned a grade of less than C may be remediated to a grade of C only.

• Should a student exceed the allotted program number of forgiven Cs, the SPRC will determine whether a student would be given the opportunity for deceleration.

Deceleration: Deceleration essentially implies either delaying a course or repeating a course for a variety of reasons:

• Leaves of absence

• Military leave

• Remediation of a course

• Resolution of a GPA less than 3.0

Only the SPRC can initiate a deceleration. Towson courses may be remediated via deceleration only with permission of the Graduate School and with the support of the SPRC. Deceleration implies a delay in graduation.

SPRC: The Student Progress Review Committee is the Physician Assistant program’s committee charged with monitoring student progress, adjudicating student performance and professional behavior issues, and makes recommendation to the program director regarding probation, remediation,
deceleration, and/or dismissal. The SPRC’s decisions or recommendations can be amended by the program director.

**Guidelines for Course Probation (Academic and/or Clinical)**

Students may be placed on course probation having earned less than a ‘B’ grade in any major course component or notification of the course coordinator of any significant behavioral issue (including professionalism, and/or multiple absences and tardiness). The probationary status may be returned to good standing once the student has met the necessary requirements of remediation. (A major component should be defined as any component of a course which constitutes at least 20% of the overall course grade or a significant clinical skill, procedure, patient interaction or physical examination.)

The intent of course probation is to provide remediation to the student, assess whether the student has met program policy standards, and to return the student to a good standing status.

Causes for Course Probation (Academic)

- Less than a B grade in any major course component, midterm, or final examination
- Classroom behavioral issues (witnessed or written documentation by two or more people)
- Unacceptable but recoverable GPA in any academic course (e.g. 12 credits of ‘C’ level courses is probably not be recoverable)
- Multiple absences or tardiness
- Unexcused absence
- Failure to meet deadlines
- Substandard performance on any standardized academic test (such as PACKRAT)
- Substandard performance on any summative evaluation (OSCE or PAST 730/731 comprehensive exam)

**Guidelines for Clinical Course Probation**

Causes for Clinical Program Probation are similar to those addressing academic course probation (see above)

- Any or all of the criteria for academic course probation as well as,
- Clinical behavioral issues (witnessed or written documentation by two or more people)
- Unacceptable but recoverable GPA in any clinical course
- Failure to log clinical experiences appropriately
- Substandard performance on any standardized clinical test
- Substandard performance on any summative clinical evaluation (e.g. OSCE)
- Failure to meet minimal clinical site experiences including psychiatry (mental health), woman’s health, and pre- and post-operative surgical care.
- Documented lack of professional behavior
- Compromise of patient safety

**Addressing Course Probation**

In the simplest of circumstances, the course coordinator and student can agree on a remediation process. Documentation is exquisitely important, in particular, filing ongoing advisement forms.

**The initial step is to notify the student that the student is being placed on (course) probation by the course coordinator (instructor).**

The SPRC chair and the program director should be made aware as well, in writing.

In the more egregious situations, such as imminent course failure or complaints about the student from a clinical site, the Program Director should notify the student.

*It should be noted that most cases of course probation will never have to come to the SPRC provided the resolution of the deficit can be handled between the instructor (coordinator) and student.*

Documentation is the key to probation, remediation and evidence of success. It becomes necessary should course probation come before the SPRC and for the student’s permanent file.

**The student’s next step is to meet with the academic coordinator, or instructor or clinical coordinator to resolve the course probation issue.**
The appropriate instructor or coordinator must fill out an advisement form which must define the remediation process, and how the student may return to good standing status. Elements should include:

- The type of remediation (see below)
- Timelines to complete
- Benchmark of mastery or behavioral skills
- Mechanism for documentation of remedial completion
- Signatures of PD, Course Coordinator (instructor) and Student involved

Documentation must be sent to the chairperson of the SPRC. The student’s progress will be reviewed at each SPRC until the terms of the remediation are resolved.

Documentation must be placed either physically and/or electronically into the student’s program binder or electronic file.

If the instructor, or coordinator, or student is unable to resolve the course probation issue, the SPRC will make a final recommendation to the Program Director regarding the probationary status. The SPRC may recommend deceleration or, if appropriate, dismissal.

**The Probationary Period**

While a student is on any level of probation the following conditions are to be enforced:

1. Submission of an incomplete grade until probation has been completed, if applicable.
2. In regard to clinical placements, the SPRC will determine whether or not a student is safe to continue onto clinical site
3. In regard to clinical sites, the student may have to be decelerated until an appropriate site can be found.
4. The SPRC will determine whether a student on probation may continue as a class officer until returned to good standing
5. The SPRC will determine whether a student may participate in an out of state or country rotation until return to good standing
6. The SPRC will determine whether failure to meet the terms of probation will result in program dismissal
7. The program director may amend any recommendation of the SPRC.

Remediation Process and Guidelines:

Regardless of the level, the process of remediation is determined by the course coordinator (or instructor). In cases of program or academic probation, the instructor or course coordinator must be aware that specific program and institutional requirements must be met for remediation to be fully effective. The entire process must be documented by the course coordinator or instructor and placed in students’ files.

Course syllabi should indicate that policies exist regarding probation and remediation processes for individual courses.

Remediation must:

- Be reasonably achievable (by the student)
- Include specific goals and outcomes
- Include specific tasks to be completed by the student
- Include specific duties to be completed by the course coordinator (instructor)
- Require interim evaluations
- Require benchmarks which are to be achieved
- Require the specific timelines for completion
- Include deceleration
- Include documentation and evidence that the student has reached the goals set by the program for progression to good standing.

Remediation should include the following if so indicated:

- Suggested referral for professional counseling. If a student discloses issues for which counseling may be appropriate or helpful, or the instructor identifies behaviors suggestive of issues for which counseling could be useful, the instructor may recommend that the student consider this course of action and provide information on how to obtain the help. Faculty can set expectations for certain behaviors or levels of performance, and may help students explore helpful resources to achieve them.

- Suggested requirement for post graduate board preparation
The student must be made aware that some remedial/decelerating strategies may require additional out of pocket expenses not covered by the program.

Synopsis of Remediation

- First and foremost the end result of remediation is documentable evidence that the student has satisfactorily met the benchmark determined by the instructor as part of the remedial process. This can be done by instructor report, formal testing, demonstration of a skill set, completion of an assignment, completion of professional counseling or a medical release, etc.

- The evidence must demonstrate that the specific goals and outcomes have been met. (e.g. if the student has failed in the performance of a neurologic examination, it cannot be remediated by quizzing a student orally, but needs to be physically evaluated by demonstration on a subject).

- Many modalities may be used for remediation and the instructors are advised to avail themselves of a variety of learning methodologies so as to maximize the success of the student.

Synopsis of Program Probation

I. The initial step is for the PD to notify the student that he or she is being placed on program probation.

II. The second step is for the student to meet with the program director to resolve the probation issue.

III. The appropriate instructor or coordinator in conjunction with the program director must fill out an advisement form which must list the terms of the probation, the remediation process, and how the student may return to good standing status.

IV. Documentation requires the signatures of the PD, Course Coordinator (instructor) and Student involved

V. Documentation must be sent to the chairperson of the SPRC. The student’s progress will be reviewed at each SPRC until the terms of the remediation are resolved.

VI. If the instructor, or coordinator, director or student is unable to resolve the issue, the SPRC will have final say regarding probationary status including evaluation for student’s dismissal. Should the recommendation
be made to dismiss, an appeal may be made by the student through the CCBC School of Health Professions student appeals committee or through the Towson University graduate student appeals committee.

Synopsis of Indications/Determination of Deceleration

- Deceleration in the PA program is determined by the SPRC and recommended to the program director.
- Only the SPRC can initiate deceleration regardless of cause and may require graduate school permission to do so.
- Deceleration may be used as a mechanism for remediation.
- Deceleration may be used to resolve GPA considerations.
- Medical/behavioral leaves of absence may require deceleration.
- Deceleration is not to be considered punitive as there is no requirement to finish the program within 26 months.
- The program, however, must be completed within 3 years of matriculation.
- Deceleration may be used in conjunction with any of the probationary statuses.
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<th>Remedies for Poor Student Performance</th>
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<td><strong>Mastery</strong></td>
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</table>
| Evidence of Completion | Final advisement form | Appropriate grade change
Examination instrument and/or final advisement form | Recalculation of GPA
Completion of plan of action
Review by PD (use advisement form)
Notify SPRC |
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<tr>
<td>Good Standing</td>
<td>N/A</td>
<td>GPA 3.0 no further C grades for remainder of Academic Year</td>
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APPENDIX N

Authorization and Verification Sign-off Sheet (Page 1)

INITIAL EACH STATEMENT AND SIGN THE BOTTOM OF EACH PAGE

I have received the Towson University ● CCBC Essex PA Program Student Policy Manual for the Class of 2019 and understand its contents and accept the responsibility for adhering to the program’s policies and procedures. I also understand that failure to adhere to program policies may result in dismissal even though my academic performance may be satisfactory. 

I have carefully read, understand, and agree to abide by the Physician Assistant Program Code of Classroom Conduct. I fully understand that failure to abide by this Code of Classroom Conduct may result in dismissal of from the classroom for the remainder of the session, verbal or written reprimand, reduction in course or assignment grade, or for serious and/or repeated offenses dismissal from the program even though my academic performance may be satisfactory.

I have carefully read, understand, and agree to abide by the Physician Assistant Essential Functions. I fully understand that failure to abide by the Essential Functions may result in dismissal from the classroom for the remainder of the session, verbal or written reprimand, reduction in course or assignment grade, or for serious and/or repeated offenses dismissal from the program even though my academic performance may be satisfactory.

I have carefully read, understand, and agree to abide by the Towson University and CCBC Substance Abuse Policies. I fully understand that failure to abide by the Substance Abuse Policies may result in dismissal from the classroom for the remainder of the session, verbal or written reprimand, reduction in course or assignment grade, or for serious and/or repeated offenses dismissal from the program even though my academic performance may be satisfactory.

________________________  _____________________  ____/___/___
SIGNATURE               PRINT NAME              DATE

Student Policy Manual—Class of 2019
I have carefully read, understand, and agree to abide by the **Physician Assistant Honor Code and Academic Honesty**. I fully understand that failure to abide by the Honor Code and Academic Honesty may result in dismissal from the classroom for the remainder of the session, verbal or written reprimand, reduction in course or assignment grade, or for serious and/or repeated offenses dismissal from the program even though my academic performance may be satisfactory. 

I understand all students admitted to the PA Program must undergo **criminal background checks** for Maryland and any state of previous residence prior to beginning clinical rotations or clinical experiences. International students must undergo criminal background checks for all countries of prior residence. Affiliate clinical sites may require criminal background checks before accepting a student. The program also reserves the right to dismiss students based on criminal background checks conducted at any time during the program. I understand that the cost of criminal background checks will be my responsibility.

I understand that all students admitted to the PA Program will have their academic credits reported to each institution (Towson University and CCBC Essex) for purposes of maintaining student records and for confirming completion of all requirements for graduation. I understand that the PA program and faculty advisors will have access to student records at CCBC Essex and Towson University.

I have carefully read, understand, and agree to abide by the **Probation and Remediation Guidelines**. I fully understand that the policies affecting probation, remediation, and deceleration have been instituted for the purpose of student excellence, performance, quality education, and quality of care. I also understand that this policy does not supersede causation for dismissal nor is it to be used for the sole purpose of a grade change.

________________________   ____________________   ___/___/___
**SIGNATURE**               **PRINT NAME**               **DATE**
Towson University • CCBC Essex
Physician Assistant Program

7201 Rossville Blvd
Baltimore, Maryland 21237