



CHAPMAN  
UNIVERSITY

## **MMS Physician Assistant Studies Program**

### **Student Handbook**

**2020- 2021 Academic Year**



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## **PREFACE**

The Faculty and Administration of the Chapman University Master of Medical Science PA Studies Program have developed this student handbook to provide the student with specific guidelines, rights, and responsibilities regarding the Chapman University PA Studies Program (CUPASP). This handbook was designed to supplement, rather than supplant, existing University policies and procedures, including those outlined in the University Graduate Student Catalog. We encourage every student to become familiar with and refer to those and other University publications for further information.

Any questions regarding policies contained within this manual should be directed to the Program Director. Although every effort has been made to make this handbook as complete and up-to-date as possible, circumstances might occur that the handbook does not cover. Students are notified in a timely manner of any changes or additions, in writing, and they will become effective immediately.

When the handbook does not cover a specific circumstance, or the interpretation is unclear, the Program Director will make the necessary decision or interpretation. The fact that not all written policies are not in the handbook should not be interpreted as an absence of a policy or regulation. We hope you find this manual helpful and wish you much success in your studies.

## **ACCREDITATION STATUS**

The ARC-PA Accreditation Review Commission on Education for the Physician Assistant has granted Accreditation-Provisional status to the program sponsored by the Chapman University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. Further information regarding the provisional accreditation process can be found on ARC-PA's website. The program will keep its status up-to-date on its website: Chapman University MMS PA Studies Program.

Only graduates of an accredited program are eligible to sit for the Physician Assistant National Certifying Exam (PANCE) prepared by and administered by the National Commission on Certification of PAs (NCCPA). As part of the licensing process in most states, including California, both successful completion of an accredited program and passing the PANCE are required to practice. Specific information regarding the licensing process may be found by contacting the licensing authority in the state in which you intend to practice.

### **CONDITIONS OF ACCURACY**

The program has made every effort to provide information in this handbook as of the time of publication. Students are responsible for informing themselves of and satisfactorily meeting all requirements pertinent to their relationship with the University. Students and others who use this handbook should be aware that the information changes from time to time, to conform to applicable laws, rules and regulations, standards for accreditation, and policies set forth by Chapman University.

The program reserves the right, at any time and without notice, to make any changes to all rules, policies, procedures, and any other information that pertains to students or the institution including, but not limited to: admission, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing, candidacy, and graduation. This handbook does not constitute a contract or terms or conditions of an agreement between the student and Chapman University.

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## MISSION

To provide a personalized, exceptional medical education that inspires compassionate and collaborative healthcare providers who enhance access to high-quality care in the community.

## VISION

To educate a highly competent, culturally sensitive, ethical, and insightful PA who is ready to take on the challenges of healthcare in both the primary and specialty care areas. Chapman University faculty and staff will strive to inspire students with a personalized educational experience to become leaders who seek scholarly endeavors and show a commitment to service in diverse communities. Our graduates will practice evidence-based medicine as part of an interdisciplinary team while providing a positive impact on the global health system.

## GOALS

1. Provide an exceptional medical education that prepares students for success on the Physician Assistant National Certifying Exam (PANCE).  
Measurement: Students will exceed the ARC-PA established pass rate currently set at 85% on the Physician Assistant National Certifying Exam (PANCE) for first-time takers.
2. Prepare students for success in clinical rotations.  
Measurement: Mean score on preceptor end of rotation evaluation of students will meet or exceed 3.5/5.
3. Prepare graduates for success as entry-level PAs.  
Measurement: Program will publish results of alumni employment survey taken six months after graduation for individuals actively seeking employment.

## NCCPA

### NATIONAL COMMISSION ON CERTIFICATION OF PAS (NCCPA)

All graduates of PA Programs accredited by the Accreditation Review Commission on Education for the PA (ARC-PA) are eligible to sit for the national certifying exam (PANCE) offered by the NCCPA. Registration applications are completed during the senior year. Most states require graduates to take and successfully pass the national boards to continue employment.

### NCCPA EXAM CRITERIA

Students who graduate in good standing from a program approved by the Accreditation Review Commission for PAs (ARC-PA) may sit for the [NCCPA PANCE exam](#). Advance registration is required and can be completed three months (90 days) before graduation online at [nccpa.net](#). After a completed application is received from a candidate and confirmation of graduation is received from the Program, a scheduling permit is created by the NCCPA and emailed directly to the candidate. The available testing dates for each candidate will begin seven days after the expected program completion date and end 180 days later. Please contact NCCPA at [www.nccpa.net](#) for more detailed information.

Graduation from the program does not ensure that one can practice as a PA. Graduates must successfully pass the NCCPA PANCE exam and meet individual state registration/licensing requirements to become licensed to practice as a PA.

## PROGRAM ADMINISTRATION

The Chapman University PA Studies Program (CUPASP) is administered, coordinated, and maintained by the Program Faculty and Staff. The Program Administration and Principal Faculty are responsible for class selection, curriculum design and development, student and course evaluation, student advising, and other matters relevant to the program. It is essential to the faculty that there is continual and open communication between students, faculty, and staff. It is our intention, therefore, that all department personnel is available for student consultation as required.

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## FACULTY

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## STAFF

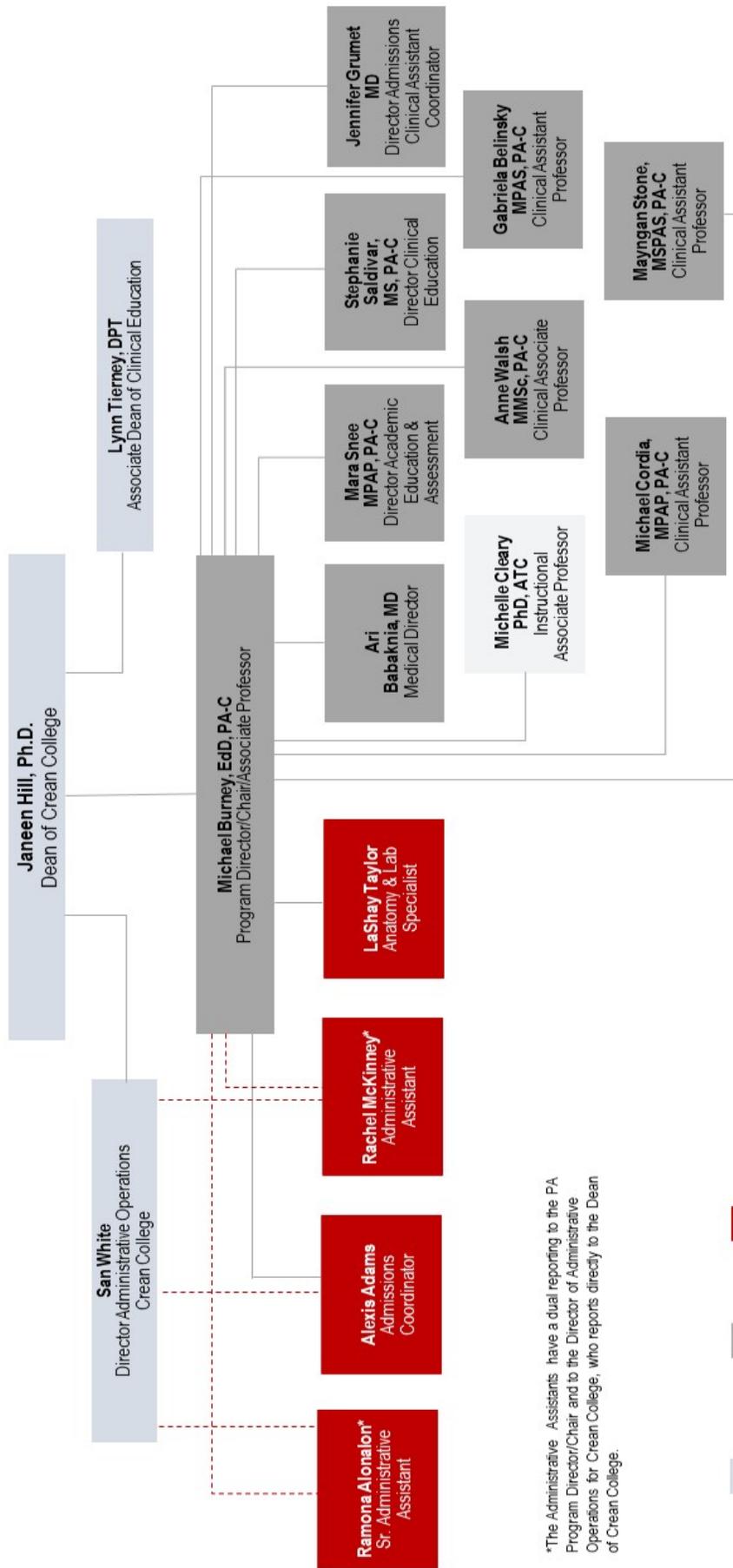
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Program office hours: Monday – Friday, 8:00am – 5:00pm



\*The Administrative Assistants have a dual reporting to the PA Program Director/Chair and to the Director of Administrative Operations for Crean College, who reports directly to the Dean of Crean College.

- Administrator
- Principal Faculty
- Staff

# RINKER CAMPUS ACADEMIC CALENDAR 2019- 20

\*The PA program is a 24 month, 15-week cycle/trimester program, and begins in Spring.

Academic calendars can be found here: [academic calendars](#)

## Fall Trimester 2019

Labor Day (University closed)	Monday, September 2
Instruction begins	Tuesday, September 3
Last day to add courses	Friday, September 13
Last day to drop a course without record of enrollment	Friday, September 13
Last day to add internships, individual study, reading and conference	Friday, October 4
Last day to change grading option (P/NP or Letter Grade)	Friday, October 4
Last day to withdraw from courses	Friday, November 8
Thanksgiving recess (Monday to Saturday, students only) University closed Thursday and Friday	Mon. - Sat., Nov. 25 - 30
Last day of instruction	Saturday, December 14
Final exams	Mon. - Sat., Dec. 16 - 21
All grades due	Wednesday, January 1, 2020

## Spring Trimester 2020

Instruction begins	Monday, January 6
Deadline to file Application for Degree Conferral for August 2020	Wednesday, January 15
Last day to add courses	Friday, January 17
Last day to drop a course without record of enrollment	Friday, January 17
Martin Luther King holiday (University closed)	Monday, January 20
Last day to add internships, individual study, reading and conference	Friday, February 7
Last day to change grading option (P/NP or Letter Grade)	Friday, February 7
Preferential date for filing for financial aid for 2020-2021	Monday, March 2
Last day to withdraw from courses	Friday, March 13
Last day of instruction	Saturday, April 11
Final exams	Mon. - Sat., April 13 - 18
All grades due	Monday, April 27

## Summer Session II Trimester 2020 (15 weeks)

Instruction begins	Monday, May 4
Last day to add courses	Friday, May 15
Last day to drop a course without record of enrollment	Friday, May 15
Commencement	Fri., Sat., Sun. May 22, 23, 24
Memorial Day (University closed)	Monday, May 25
Last day to add internships, individual study, reading and conference	Friday, June 5
Last day to change grading option (P/NP or Letter Grade)	Friday, June 5
Independence Day observance (University closed)	Friday, July 3
Last day to withdraw from courses	Friday, July 10
Last day of instruction	Saturday, August 8
Final exams	Mon. - Sat., August 10 - 15
Deadline to file Application for Degree Conferral for January 2021	Saturday, August 15
Grades due	Monday, August 24



**Crean College of Health and Behavioral Sciences**  
Physician Assistant Studies

**PROGRAM CURRICULUM**  
24 MONTHS · 120 CREDITS

**YEAR 1 - DIDACTIC (73 CREDITS)**

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	CREDITS
<b>SPRING T1 (15 WEEKS)</b>												
PAS 500	PRINCIPLES OF MEDICAL SCIENCE	4										
PAS 501	HISTORY & PHYSICAL DIAGNOSIS	3										
PAS 501L	HISTORY & PHYSICAL DIAGNOSIS LAI	1										
PAS 502	HUMAN ANATOMY	4										
PAS 502L	HUMAN ANATOMY LAB	1										
PAS 503	EVIDENCE BASED MEDICINE	2										
PAS 504	PHARMACOLOGY	4										
PAS 505	INTER PROFESSIONAL EDUCATION I	1										
PAS 506	PA PROFESSIONAL PRACTICE I	1										
PAS 507	EENT	3										
<b>T1 STARTS 1/6/20</b>												
<b>T1 STARTS 4/18-5/3*</b>												
<b>SPRING BREAK 4/18-5/3*</b>												
<b>T2 STARTS 5/4/20</b>												
<b>SUMMER T2 (15 WEEKS)</b>												
PAS 510 CARDIOLOGY 4												
PAS 511 PULMONOLOGY 4												
PAS 512 GASTROENTEROLOGY 3												
PAS 513 GENITOURINARY 3												
PAS 514 ENDOCRINOLOGY 2												
PAS 515 HEMATOLOGY 1												
PAS 517 DERMATOLOGY 2												
PAS 518 MENTAL & BEHAVIORAL HEALTH 2												
PAS 531 RESEARCH METHODS & DESIGN 1												
<b>T2 TOTAL CREDITS: 22</b>												
<b>WINTER BREAK 12/20-1/3*</b>												
<b>T3 STARTS 8/18-8/30*</b>												
<b>SUMMER BREAK 8/18-8/30*</b>												
<b>T3 STARTS 8/31/20</b>												
<b>FALL T3 (15 WEEKS)</b>												
PAS 516 PA PROFESSIONAL PRACTICE II 2												
PAS 520 EMERGENCY MEDICINE 2												
PAS 521 CLINICAL SKILLS 2												
PAS 521L CLINICAL SKILLS LAB 1												
PAS 522 NEUROLOGY 2												
PAS 523 ORTHOPEDICS/RHEUMATOLOGY 3												
PAS 524 WOMEN'S HEALTH 3												
PAS 525 ETHICS IN PA PRACTICE 2												
PAS 526 INFECTIOUS DISEASE & IMMUNOLOGY 2												
PAS 527 PEDIATRICS 2												
PAS 528 GERIATRICS 2												
PAS 530 FUNDAMENTALS OF SURGERY 2												
PAS 697 GRADUATE PROJECT I 2												
<b>T3 TOTAL CREDITS: 27</b>												

\*Spring, Summer, and Winter breaks apply only to didactic year

Completion of all courses with a C+ or higher & cumulative GPA 3.0) END OF DIDACTIC YEAR

**YEAR 2 - CLINICAL (43 CREDITS)**

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	CREDITS
<b>SPRING T1 (15 WEEKS)</b>												
PAS 601	FAMILY MEDICINE	5										
PAS 602	INTERNAL MEDICINE - INPATIENT	5										
PAS 603	INTERNAL MEDICINE - OUTPATIENT	5										
PAS 698	GRADUATE PROJECT II	2										
<b>T1 STARTS 1/4/21</b>												
<b>T2 STARTS 5/3/22</b>												
<b>CALL BACK DAYS(S) TBA**</b>												
<b>SUMMER T2 (15 WEEKS)</b>												
PAS 604 WOMEN'S HEALTH & OB/GYN 5												
PAS 605 EMERGENCY MEDICINE 5												
PAS 606 GENERAL SURGERY 5												
<b>T2 TOTAL CREDITS: 17</b>												
<b>CALL BACK DAYS(S) TBA**</b>												
<b>T3 STARTS 8/30/21</b>												
<b>FALL T3 (15 WEEKS)</b>												
PAS 607 MENTAL & BEHAVIORAL HEALTH 5												
PAS 608 PEDIATRICS 5												
PAS 609 ELECTIVE 5												
<b>T3 TOTAL CREDITS: 15</b>												
<b>CALL BACK DAYS(S) TBA**</b>												
<b>T4 TOTAL CREDITS: 17</b>												
<b>T5 TOTAL CREDITS: 15</b>												
<b>T6 TOTAL CREDITS: 15</b>												

\*\*Call back day(s) and activities are mandatory and will be announced at the beginning of each term.

DEGREE CONFERRAL & GRADUATION

It is the responsibility of the student to refer to their program evaluation in "my.chapman.edu" to check with which requirements have been met and which requirements still need to be completed. A student may not shift this responsibility to the program or to the staff of the Office of University Registrar. Additionally, the graduate checklist must be reviewed with your advisor and signed by the program director to certify that all graduation requirements have been met.

[Chapman University Graduate Catalog - Policies & Procedures](#)

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## COURSE DESCRIPTIONS

The current version of the course descriptions can be found in the [Chapman University Graduate Catalog](#).

### TECHNICAL STANDARDS

The technical standards that are defined within this document are meant to serve as a guide to students in the program. Students must meet the technical standards upon entrance to the program and maintain them throughout, including when working in off-site clinical placements. Students will acknowledge their understanding of the technical standards before matriculation and in the program's [Performance Agreement form](#). Upon completion of their degree, students will be prepared to serve as well rounded and skilled PAs, providing medical services alongside and with the supervision of an MD or DO under applicable laws of medical practice. Services must, for the safety and welfare of the patient, be of the same professional quality that would be rendered by the supervising physician. The PA must have the knowledge and skills to function in a wide variety of clinical situations and to provide a broad spectrum of patient care.

PAs must be skilled in the art of history taking, which incorporates the following:

- The ability to approach and effectively communicate with patients of any race, religion, national origin, age, relationship status, citizenship, sexual orientation, gender identity or expression, disability, veteran status, medical condition, socioeconomic status. Political beliefs, or any status protected by law or executive order.
- The ability to take detailed and accurate histories and record such a history in a meaningful manner.

Hand in hand with the ability to take a history are the ability to do the following:

- speak English fluently, and clearly, to better serve the patients they will come in contact with;
- be able to adjust the level and clarity with which they relate to their patient's level of communication and understanding;
- have exceptional verbal and written communication skills; and
- make entries and read entries in an online or paper patient records system.

All candidates in the program must have somatic sensation, and the functional use of the five senses – vision, hearing, smell, taste, and touch. As well, the functional use of the senses of equilibrium and enough motor function to carry out activities defined below are required. These senses are vital to quality diagnostic skills. Also, the individual is expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium, and movement. The PA profession requires using the senses consistently, efficiently, and accurately. All data received by the senses must be integrated, analyzed, and synthesized consistently and accurately. A student also must be able to transport themselves from one location to another in a timely fashion to facilitate patient care responsibilities and receive educational training.

### GENERAL CHARACTERISTICS

The student is expected to use high levels of intelligence, judgment, honesty, and reason always in a variety of settings, both academic and professional. Academic integrity, confidentiality, and the ability to maintain composure in all situations is also an invaluable part of the characteristics expected.

### OBSERVATIONAL ABILITY

The student is expected to participate in and observe curriculum-appropriate lab experiences including but not limited to the anatomy cadaver lab, clinical skills lab, and anatomy dry lab. The PA student is expected to observe patients at a distance and close at hand and accurately assess health status. Inherent in this observation process is the use of all senses and enough motor capability to carry out the necessary assessment activities.

### COMMUNICATION & INTERPERSONAL SKILLS

To be successful, all students must be able to speak, hear, and observe patients and members of their healthcare team, communicate effectively both verbally and non-verbally. Students should also be able to adequately and accurately describe changes in mood, activity, and postures, and perceive nonverbal communications to elicit information from their patients. Students are expected to clearly and accurately record data, speak fluent English, and communicate sensitively with patients, families, and other professionals. The student is expected to have the emotional stability required to exercise sound judgment

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and complete assessment and intervention activities. Students should also have the flexibility to function effectively and professionally in stressful situations and environments. Concern for others, integrity, accountability, interest, and motivation, are all essential qualities.

### **MOTOR FUNCTIONS**

The PA student is expected to be able to perform gross and fine motor movements required to complete physical exams and to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. The PA student is expected to have the psychomotor skills necessary to perform or assist with medical procedures and treatments, administration of medication, emergency intervention, and management of equipment. The PA student is expected to be able to maintain consciousness and equilibrium and have the stamina to perform satisfactorily in clinical experiences. PA students are also required to execute the appropriate motor movements required to provide general care as well as an emergency treatment to patients. Lastly, the PA student must be able to do laboratory tests, work with scientific and other instruments/machinery, and make entries in computing or other record-keeping systems utilized in practice.

### **CRITICAL THINKING**

PA students will be required to have effective and efficient learning techniques and habits that allow them to master the complex PA curriculum. The PA student is expected to have the ability to develop and refine problem-solving skills, including the ability to measure, calculate, analyze, and synthesize a wide variety of objectives as well as subjective data. PA students must be able to make decisions that reflect consistent and thoughtful deliberation and clinical judgment. The ability to interpret and comprehend numerical and spatial relationships and three-dimensional models is also vital. PA students must be able to participate in all forms of learning, including classroom instruction, small group activities and workshops, writing and presenting reports, and utilizing computer and other technology.

### **PROFESSIONAL EXPECTATIONS**

Punctuality, courtesy, and respect are core components of the professional expectations of all PA students. Participating in the program means acknowledging that classes, learning activities, and required events may involve attendance during the hours of 7 am-10 pm seven days a week, during the didactic year. However, during the clinical year, students are required to be available during any of the twenty-four hours of the day, seven days of the week, including national holidays. Students must be willing to relocate for rotations, which may be assigned in any part of the United States, inclusive of Alaska and Hawaii. Every effort will be made to place students within a 60-mile radius of the Chapman University Health Sciences Campus. Preferences will be considered but are not guaranteed. Also, a core component and competency of PA medical education are using physical touch for diagnosis, therapeutic purposes, and treatment. A skilled PA can put aside cultural and religious beliefs and observances, which would normally prohibit physical exams requiring appropriate exposure to accurately and thoroughly diagnose all manner of diseases. As part of the learning process, PA students are also required to participate in physical exam exercises. Each PA student is expected to perform physical exams as instructed by faculty and to participate with fellow students respectfully and professionally. However, students are not expected to perform breast, rectal, or genitourinary exams on each other. This physical exam practice is critical to learning the skills required for practicing PAs; therefore, all matriculating PA students must understand and accept these responsibilities. These responsibilities include allowing other PA students to examine them so that all become proficient in physical exam and diagnosis and participating vice versa to gain proficiency.

## **TERMINAL TRAINING OUTCOMES**

As health care practitioners, PAs and PA students are required to adhere to the highest standards of ethical and professional conduct. The American Academy of PAs (AAPA) has identified four primary bioethical principles, i.e. autonomy, beneficence, non-maleficence, and justice, which form the foundation of the Statement of Values of the PA Profession. The Statement of Values provides a guideline for ethical conduct by PAs. A complete discussion of the ethical conduct required of PAs can be found at the American Academy of PA's website. In addition to the AAPA's guidelines, the National Commission of PAs (NCCPA) recently adopted a code of conduct for certified and certifying PA students. NCCPA's code of conduct "outlines the principles that all certified or certifying PAs are expected to uphold."

The Terminal Training Outcomes have been derived by the PA Competencies, published by the National Commission on Certification of Physician Assistants (NCCPA), in conjunction with the American Academy of

Physician Assistants (AAPA), the Physician Assistant Education Association (PAEA), and the Accreditation Review Commission for the Education of Physician Assistants (ARC-PA). Available online on the [NCCPA](#) website  
The following terminal training outcomes are the functions and tasks that graduates are expected to perform at the end of the program:

1. Elicit a complete and directed patient history.
2. Perform a complete and directed physical exam.
3. Recognize “normal” vs. “abnormal” findings on history and physical exam.
4. Develop appropriate differential diagnoses, problem lists, and management plans.
5. Accurately record and orally present findings in an organized and relevant manner.
6. Perform, request, and/or interpret routine laboratory or diagnostic tests/studies.
7. Initiate treatment for common problems encountered in patient care, including the writing of medical orders and prescriptions.
8. Perform routine therapeutic procedures, e.g., suturing and casting, and assist in surgical procedures.
9. Provide appropriate health education and counseling for patients.
10. Perform independent evaluation and therapeutic procedures in response to life-threatening situations.
11. Recognize the indications for patient/family referral and initiate such referrals.
12. Recognize the value of consultation with colleagues, physicians, and other health professionals.
13. Recognize the contribution of other health care professionals to the delivery of patient care and work effectively with them towards meeting patient care objectives in a variety of settings.
14. Maintain current knowledge of community health facilities, agencies, and resources.
15. Maintain and apply a critical, current operational knowledge of new medical information.
16. Recognize and respond appropriately to issues of diversity which impact the delivery of patient care.
17. Practice in a manner consistent with the highest standards of ethical and professional behavior.

## **STUDENT RIGHTS**

### DISCRIMINATION AND HARASSMENT

The student has the right to an environment free of harassment and discrimination. [Harassment Discrimination & Sexual Harassment Policy](#)

### PRIVACY

Student records are protected from unauthorized access and release by the Family Educational Rights and Privacy Act (FERPA). [Chapman University's FERPA Guidelines](#) Students are granted access to their own files after completion of a [Student Request for File Access form](#). Students may inspect and review files in the PA Studies Program office during regular office hours. At no time will information be removed from a student's permanent file. Students will also not be allowed to photocopy, or otherwise duplicate information found in their file. Evaluations and/or recommendations made by the Student Progress Committee may become part of the student's official Program record that is maintained by the PA Studies Program as required by ARC-PA. Release of student records by the Program (i.e. to potential employers) is granted only upon completion of a written [Release Authorization](#) form submitted to the Office of Registrar.

Students who wish to challenge the content of records may do so in one of two ways:

1. A letter may be placed in the student record indicating the student's objections to a given entry.
2. Students may request a review with the SPC to correct records which they believe to be inaccurate or misleading.

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## ADVISING

Each student is assigned to a faculty advisor. It is the responsibility of the student to schedule an appointment with their faculty advisor a minimum of once per trimester via phone, video chat, or in person. Academic progress and professional behavior will be discussed during these appointments and documented using the [Student Advisee Meeting form](#). Should a student have a concern or problem that he or she does not wish to discuss with their assigned faculty advisor, the student may speak with another faculty member or the Program Director.

### FACULTY ADVISOR

Advising sessions can be a powerful tool for you to cultivate success as a health-care professional. The role and responsibilities of the faculty advisor include but are not limited to, the following:

1. Provide communication between the student and the faculty.
2. Be available to meet with the student once per trimester.
3. Be available to meet with the student if problems arise, e.g., academic, personal, or professional difficulties.
4. Be familiar with the student advisee's grades, skills, and professional conduct.
5. Assist the student in meeting the educational objectives of the PA Program.
6. Discuss strengths, areas for improvement, time management, and study skills as needed.
7. Assist with remediation plans as needed.
8. Submit documentation of interactions with student advisees to the student's file.
9. Refer to appropriate support service representatives as needed.

The faculty advisor is legally not able to provide:

1. **MEDICAL SERVICES.** The PA Program faculty are not allowed to provide your health care. If you have a medical problem, please see your physician.
2. **MENTAL AND BEHAVIORAL HEALTH SERVICES.** If you require formal counseling, Student Psychological Counseling Services (SPCS) department. Email [spcs@chapman.edu](mailto:spcs@chapman.edu), phone: 714-744-7002

### STUDENT RESPONSIBILITIES

1. Discuss areas of strengths and areas for improvement with the faculty advisor.
2. Complete the [didactic self-assessment](#) or [clinical self-assessment](#) form at the end of each trimester.
3. Meet with the faculty advisor at least once per trimester and on an as-needed basis.
4. Complete the goals outlined in each session.

## ATTENDANCE AND PUNCTUALITY

Attendance is required in all courses and adherence to scheduled clinical rotation hours and at all Call Back Day (CBD) activities are mandatory. PAs are required to be punctual and report to assignments as scheduled. Similarly, PA students are expected to be punctual and to attend class and other activities required by the program. Each student is expected to report to every class as scheduled, on time, dressed appropriately, and prepared with any necessary equipment. This applies to all classes, assessments, and educational experiences required by the program. Students who are absent from any scheduled activities will be responsible for the material they have missed. Students with attendance issues are referred to the Student Progress Committee. (Please refer to the course syllabus for specific information concerning the role of attendance in the calculation of grades for each course.) A student who is late for a class, assessment, or educational activity; arrives on time but is not dressed appropriately for the activity; does not have the equipment required to participate fully; or otherwise is not prepared to participate, may be denied access to the class and will be marked absent. It is the student's responsibility to be present and prepared daily.

### TYPES OF ABSENCES

Student's with incapacitating illness or injury requiring bed rest may qualify for excused absenteeism. Similarly, family emergency or tragedy, or bereavement, may also be considered for excused absences. The maximum number of days allowed is determined on a case-by-case basis. Any absence outside of the above categories is considered unexcused. Two or more absences in a trimester in any course may result in a review by the SPC. For every absence, students are required to complete the [Absence Form](#), and notify the

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involved instructors and/or course directors.

Students who miss an assessment (written, physical exam skills test [PEST], OSCE) because of illness, injury, or family emergency must provide a reasonable form of proof of the circumstances to be considered for a make-up exam. Also, the student must complete the required [Absence Form](#) and submit these documents to the Course Director and either the Director of Academic Education (first-year students) or the Director of Clinical Education (second-year students). Students with an unexcused absence for an assessment: (written, physical exam skills test [PEST], OSCE) are not eligible for a make-up exam and will result in a grade of zero for that assessment.

#### CLINICAL YEAR

Failure to fulfill these requirements reflects as unprofessional behavior and may result in a failing grade for the rotation. Unexcused absences during clinical rotation scheduled hours, or Call Back Day Activities, will warrant review by the Student Progress Committee and formal disciplinary action. If a student must be absent from a scheduled clinical rotation shift (including daytime, evening/overnight, and/or “on-call” shifts), the following parties must be notified as soon as possible: 1) preceptor, 2) Director of Clinical Education, and 3) course director. Notification may be provided by telephone or electronic means. If the appropriate party cannot be reached, students must leave a message regarding the absence along with a phone number where they can be immediately reached. The notice must be provided no later than 9 am on the day of the absence, or by 9 am on the day following the absence from an overnight shift.

In addition to phone/electronic notification, students must submit the completed [Absence Form](#) to the Director of Clinical Education and the course director within 24 hours of the absence. Failure to follow this procedure as stated will result in one unexcused absence, regardless of the cause of the absence. Failure to notify faculty of any absence will result in a 10% reduction of the final grade and a meeting with the Student Progress Committee. The student will be responsible for making up the missed hours on an hour-for-hour basis.

#### CLINICAL YEAR EXCUSED ABSENCES

Incapacitating illness or injury requiring bed rest and unexpected family emergencies are considered valid reasons for absenteeism. Excused absences of greater than two (2) scheduled shifts per 5-week rotation due to documented reasons above and approved by the Director of Clinical Education may result in a grade of “I” (incomplete) for the rotation. In such a case, the rotation may be completed at a later date based on availability and at the discretion of the Director of Clinical Education. Business appointments, routine dental, and medical appointments, weddings, graduations, family reunions, and other social events are NOT valid reasons for excused absenteeism. Unexcused absences on a clinical rotation will be handled as follows:

- First event: Documented meeting with Director of Clinical Education and faculty advisor. The student should submit proof that the missed clinical training time was made up. If the lost time cannot be remediated, the student will be given a remediation assignment by the course director. The final rotation grade will be decreased by 5 percent despite the completion of make-up hours/assignment.
- Second event: Documented meeting with the Director of Clinical Education and Program Director. The student should submit proof that the missed clinical training time was made up. In the event that the time cannot be remediated, the student will be given a remediation assignment by the course director. The final rotation grade will be decreased by 10 percent despite the completion of make-up hours/assignment.
- Third event: Automatic rotation failure and referral to the Student Progress Committee. Remediation decisions will be made by the Student Progress Committee and communicated to the Program Director, who will render a decision. A permanent letter may be placed in the student’s academic file. The student will be required to report to the PA Studies Program faculty offices from 8:30 am-5:00 pm daily for the remainder of the rotation to complete an independent study program.

#### CLINICAL YEAR ABSENCE - SPECIAL SITUATIONS

Job interviews are not considered valid reasons for absences. All attempts must be made to schedule an interview, so it does not interfere with the core clinical rotations). In the event that this cannot be accomplished, students must first obtain permission from the Director of Clinical Education to attempt to arrange time off for the interview. Subsequently, the preceptor must grant permission for the absence, and

students must make up the missed clinical time within the confines of that rotation. The PA Program must be notified, as outlined above. A maximum total of two (2) days per the calendar year will be allowed for interviews. The "I" grade for excused absences described above applies.

## PROFESSIONAL ATTIRE POLICY

Business professional attire is a requirement for the following: PESTs, OSCEs, or patient experiences within the program, University, and clinical settings, Pants/trousers/slacks should be clean, pressed, of appropriate length, and with neat hemlines. Dresses and/or skirts must be an appropriate length (at the knee or below). Shoes should be clean, in good condition, closed at the heel and toe, and constructed of enough strength to protect the foot. Heels should be two inches or less. Tennis shoes or sneakers/sandals, or overly decorated shoes are not appropriate for the clinical setting and, therefore, not appropriate for the patient experiences. Hair should be neatly groomed and worn off the shoulder when participating in a workshop or OSCE. Jewelry should not interfere with patient care, the performance of a clinical procedure, or personal safety. Cosmetics should be appropriate for a business environment and not detract from a person's appearance. Strong perfumes, colognes, lotions, and/or aftershave lotion should not be worn. Fingernails must be kept clean, well-manicured, and trimmed at a length that does not interfere with patient care performance and personal safety; acrylic or artificial nails are not permitted, and nail polish colors cannot be extreme. Men must be clean-shaven, or beards and mustaches must be clean, neatly trimmed, and well-groomed. Tight-fitting clothing, low plunging necklines, evidence of cleavage, physically revealing, or sheer garments, are not part of business casual dress. Dangling jewelry including but not limited to ornate rings, loose-fitting bracelets, long neck chains and earrings that extend below the ear lobe may not be worn. Body piercing ornaments and earrings in other visible exterior parts of the body, other than the ear, are not permissible. Exposed tattoos must be covered.

Name tags should be appropriately displayed with every interaction, and students should come prepared with appropriate equipment and a professional attitude. Students must always prominently display their University ID card while on campus and whenever in attendance at all affiliated training locations. Any student not dressed appropriately for clinical encounters will not be permitted to participate in clinical experiences, which will result in an unexcused absence.

### SUPERVISED CLINICAL PRACTICE EXPERIENCE

- A short white consultation-length lab coat (no  $\frac{3}{4}$  or full-length laboratory coats) with appropriate official student identification is required. Please be aware, clinical practice site requirements regarding wearing a white lab coat may vary.
- Students will be responsible for cleaning and maintaining the appearance of their white lab coat.
- Unless otherwise specified, business casual attire is expected. Business casual attire can include the following: Khaki pants and chinos; slacks; skirts; blouses; polo shirts or shirts with a collar (dresses, necktie/bowtie and blazer optional).
- Open toe shoes are not acceptable.
- Exception: Scrubs may be worn in the following clinical settings: *OR; Labor & Delivery and OB wards; emergency department.*

### CADAVER ANATOMY LAB

- Clean scrubs and lab coats (lab coats provided and cleaned through Chapman laundry services) may be worn in anatomy and dissection labs and must be turned in after the lab; students' trunk and extremities must be completely covered
- No open-toed shoes or shoes with black soles allowed
- A limited number of goggles are provided for anatomy lab, so students are encouraged to bring their own; students with contact lenses may wear their glasses or goggles.

Science Lab Safety Policies and General Lab Safety Practice documents are available on the [Chapman University Environmental Health and Safety website](#)

### PHYSICAL DIAGNOSIS/CLINICAL SKILLS LAB

- Clothing which allows exposure of the body part to be examined during lab as directed is permitted.
- Flat-soled shoes - such as sandals, sneakers, clogs, and loafers - may be worn for comfort and to easily be removed to assess ambulation, gait, or learn /assess lower extremity techniques as

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needed.

## SURGERY, LABOR & DELIVERY/OBSTETRICAL WARDS, AND EMERGENCY ROOM SETTINGS

Hospital-issued or personal scrubs (with or without lab coats worn over scrubs – please refer to the clinical site’s policies) may be worn as permitted. Clinical supervisors, preceptors, or PA Program faculty reserve the right to remove any student from a clinical site or classroom experience, and the student will receive an unexcused absence. Any such episodes will be documented in the student’s official PA Program record that is maintained by the program.

## HEALTH CLEARANCE POLICY

Students are required to carry health insurance coverage either through the University-sponsored plan or through an alternative plan comparative. A copy of the verification of both is to be submitted to the [Student Business Services](#) office. Failure to maintain a valid insurance policy will result in removal from clinical rotations until proof of compliance is provided, which in turn may result in the delay of graduation from the program. Any costs incurred through illness, injury (either on or off-site while in the program), and/or hospitalization during attendance in the program is the students’ sole financial responsibility.

In order to ensure the safety of students, staff, clinical agency personnel, and patients and to comply with clinical agency contract mandates, no student will be permitted to participate in PA courses, assignments, or clinical rotations unless they have been medically cleared by a medical provider (such as a physician, PA, or NP). It is the student’s responsibility to ascertain that the appropriate health clearance is obtained.

To be medically cleared, students must provide a complete physical exam form before the start of the program, and immunizations must be updated again before clinical rotations (as needed). Students are responsible for maintaining their immunization and tuberculosis screening records and ensuring ongoing compliance with requirements throughout the program. Failure to demonstrate an up-to-date immunization status, including the annual flu vaccine, and/or tuberculosis clearance will result in removal from clinical rotations until the records can be updated and verified.

The following immunizations are mandatory for entry into the program (positive titers are required for those who were previously immunized):

- Varicella
- Hepatitis B
- Polio
- Two-step PPD (Documentation of two negative PPDs in a 21-day period)
- Meningitis
- Tdap (Adecel or Boostrix are acceptable) within five years
- Influenza (required on an annual basis)
- Measles, Mumps, and Rubella (MMR)
- Meningitis (recommended)
- Pneumonia (as recommended by a healthcare provider)

## INJURIES & NEEDLE STICK/BLOOD/BODILY FLUID EXPOSURE PROTOCOL

Accidents will occasionally occur at a clinical site or in the laboratory. If a student is injured in a laboratory or classroom setting, the instructor should be notified immediately. If a student is injured at a clinical site, the clinical preceptor and the Director of Clinical Education of the program should be notified immediately, and the student must follow that site’s protocol for dealing with injuries. In most facilities, this will require students to seek treatment in the employee health department, occupational medicine department, or the emergency department. If the clinical site lacks these resources, treatment should be sought in the nearest emergency department.

Students must notify the program by telephone of any such incident immediately or as soon as physically possible and complete an online [Incident Report](#) within 24 hours following the incident. If a student believes they have been exposed to HBV, HCV or HIV (especially if any of the signs or symptoms of these diseases have been experienced) or other potentially life-threatening communicable diseases, they should seek medical treatment immediately. Ultimately, the student is responsible for initiating care after exposure to

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possible bloodborne pathogens.

If exposed, students should take the following steps:

1. Using gloves, remove and dispose of all contaminated personal protective equipment (PPE). Wash the exposed area thoroughly with soap and running water. Use a non-abrasive, antibacterial soap, if possible. If blood is splashed in the eyes or mucous membranes, flush the affected area with running water for *at least* 15 minutes.
2. Report the exposure to the supervising physician (or immediate clinical Supervisor) AND to the Director of Clinical Education as soon as possible. All incidents should also be reported to Chapman University's Risk Management by completing an [Incident Report](#).
3. Many clinical facilities will initiate some aspect of the post-exposure procedure(s) with a student. There is no mandatory requirement for them to do so, and any costs incurred following such a plan is the student's responsibility. Students should ascertain expenses (if any) in advance of accepting such services.
4. Students may also go to the Chapman University Student Health Center to request blood testing, if needed, at the student's expense. Students may also contact their primary care provider for care and follow-up.

Students are required to complete an Anatomy Lab Safety training after matriculation into the program. Students will receive an email invitation from the Chapman LearnUpon system to create an account for the Anatomy Lab Safety training modules below:

- Academic Environmental Lab Safety training
- Chemical Spill Procedures Safety training
- Biological Safety training
- Bloodborne Pathogen Safety training
- Learning Science Safely
- Formaldehyde Safety in the Universal Laboratory

#### UNIVERSAL PRECAUTIONS

Students are responsible for following OSHA Guidelines for universal precautions at clinical rotation sites, including the use of protective gloves, eyewear, and clothing, the proper use, and disposal of sharps, regular handwashing/hand sanitation, and other precautionary measures. These guidelines will be introduced before clinical rotations throughout the didactic year. Any documented allergies to latex products should be reported to the preceptor and the Director of Clinical Education.

All PA students are required to complete OSHA-compliant training sessions for healthcare professionals in infection control/universal precautions before participating in patient contact activities. Documentation of compliance with this must be provided by the student and kept in their file before beginning the didactic phase. The principle of universal precautions has been adopted because any patient may be infected with microorganisms that could be transmitted to other persons. Of concern are the primarily blood-borne pathogens HIV (human immunodeficiency virus) and HBV (hepatitis B virus). However, body fluids other than blood, secretions, and excretions are included in universal precautions. Since infected patients may be asymptomatic, it becomes necessary to use basic precautions with every patient. The observance of universal precautions will help to provide better protection for every staff member. Students should also familiarize themselves with the hospital/clinical sites specific policies regarding universal precautions.

#### UNIVERSAL PRECAUTIONS GUIDELINES

1. Avoid direct contact with blood, body fluids, secretions, excretions, mucous membranes, non-intact skin, and lesions.
2. Avoid injuries from all "sharps."
3. Avoid direct contact with items, objects, and surfaces contaminated with blood, body fluids, secretions, and excretions.
4. Dispose of all sharps promptly in special puncture-resistant containers.
5. Dispose of all contaminated articles and materials in a safe manner prescribed by law.

In practice, using Universal Precautions also requires:

1. Wash hands frequently and thoroughly, especially if they become contaminated with blood, body fluids,

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secretions, and excretions.

2. Depending on job duties and risk of exposure, use appropriate barriers, which can include: gloves, gowns, aprons, caps, shoe covers, leggings, masks, goggles, face shields, or other equipment such as resuscitation devices. These barriers are to be used to protect:
  - Skin, especially non-intact skin (where there are cuts, chapping, abrasions, or any other break in the skin).
  - Mucous membranes, especially eyes, nose, and mouth.
3. All specimens are bagged before transport to the laboratory.

These items of protective apparel, including gloves, are removed after each use and are PROPERLY disposed of. Gloves, etc. are NOT to be worn from one patient or activity to another. All injuries and other exposures having the potential for infectious transmission must be reported online using this form: [Incident Report](#).

The following patient-related events must be reported:

- Fatality
- Major paralytic condition
- Second or third-degree burns over 25+% of the body
- Amputation, permanent loss of use, or permanent loss of sensation of a major extremity
- Head or brain injuries resulting in coma, behavioral disorders, personality changes, seizures, aphasia, or permanent disorientation
- Loss of sight in one or both eyes, or loss of hearing
- Injury resulting in incontinence of bowel or bladder.

Students must follow the same reporting protocol if he/she is affected by any of the following:

- Sexual molestation, sexual assault or rape
- Bodily injury resulting from health care services provided in a clinic, infirmary, student health center, treatment room or other similar facilities that provide medical or health services to students, or at other locations in the event of a medical emergency.

Immediately report any life-threatening incident to the Irvine Police Communications Bureau by calling 911 from any phone. Then, report the incident to [Chapman University Public Safety](#) by calling the dispatch desk at (714) 997-6763. Public Safety is available 24 hours a day, year-round. Chapman University Public Safety officers are experienced in proper technique for investigation and can assist and/or provide further direction concerning an investigation.

## **BACKGROUND CHECK & DRUG SCREENING POLICY**

All students are required to successfully pass a full background check and urine drug screen before enrollment in the program and again on an annual basis during the program. Additional drug screening tests may be required during the clinical phase for placement at specific clinical sites.

## **EMPLOYMENT POLICY**

PA Program faculty strongly recommend against outside employment while enrolled in the PA Studies Program. Outside employment during any part of the program may affect student success and ability to progress. The PA Program will not be altered due to a student's work obligations. Students who are involved in, or commence, volunteer or paid work during their PA education, cannot use their affiliation with the PA Studies Program in any aspect of that job. Work outside the PA Studies Program is undertaken by the student, independent of the PA Program, is not covered by the liability offered for clinical work associated with the educational experience and students may not represent themselves as Chapman University PA students. The program will not employ PA students or prospective PA students. At no time, is a student required to set up or obtain their own clinical rotation sites.

## **ACADEMIC & PROFESSIONALISM STANDARDS**

### **PROGRAM PROGRESSION**

Progression in the Program is based on academic and professional performance, and the ability to meet all the requirements of the Program. The [Graduate Catalog](#) provides information on graduate study requirements, academic policies, and procedures.

## ACADEMIC STANDARDS

1. Students are required to maintain a cumulative GPA of 3.00 (B) or higher, each trimester to continue and graduate from the program
2. No grade below 2.300 "C+" is acceptable toward a degree or credential but is included in calculating the overall grade-point average.
3. Students must complete all other course requirements as specified in the individual respective course syllabus.

In addition to violations described in the [Student Conduct Code](#) and policies on [Academic Integrity](#), additional violations include but are not limited to the following:

- Obtaining a copy of an exam or graded assignment (e.g., case presentation, patient education project) used in a previous year or completed by another person is prohibited.
- Knowingly presenting false information to program faculty and staff, supervisors, patients, and clinical preceptors are prohibited.
- Falsifying any document and/or forging another's name or signature is prohibited.
- Misrepresenting oneself as a graduate of the PA Program or one's PA student status as, for example; a PA, nurse practitioner, medical resident, and the like, is prohibited.

## BEHAVIORAL STANDARDS

During all phases of training, students are expected to conduct themselves professionally. Appropriate behavior includes attributes such as:

- Ability to work effectively with peers and other members of the healthcare team.
- Personal, academic, and professional honesty and integrity.
- Strict maintenance of patient confidentiality and privacy. (All students are required to complete the HIPPA online training program and adhere to all the standards while performing any aspect of PA education.)
- Understanding of the PA professional role and limitations.
- Attendance and punctuality, unless otherwise excused as per above.

## RESPECT

PA students are expected to treat all patients, faculty, staff, clinical preceptors, health care workers, and fellow students with dignity and respect as follows:

- PA students must recognize and embrace their role as a member of a team and interact with others on the team in a cooperative and considerate manner.
- PA students train closely with other students, including in physical exams of fellow students and discussion groups that may reveal personal information. Students must maintain and exhibit respect for the privacy and confidentiality of fellow students.
- Students should offer criticism or suggestions in a thoughtful and professional manner that fosters respect and trust.
- When confronted with inappropriate conduct by another member of the team, students must remain calm, professional, and respectful.

## ADAPTABILITY

- Although every effort is made to provide training activities at times and places scheduled in advance, PA students are often required to be flexible because of changes in the schedule during both didactic and clinical year. Lectures or clinical sessions may need to be rescheduled with short notice. Also, clinical sites create the student schedules for the clinical year, and such schedules may require PA students to work nights, weekends, and holidays. While clinical site placements are made in advance, occasional last-minute changes are necessary.

## ACCOUNTABILITY

Students are expected to take responsibility for their academic and clinical performance. A successful student is able to demonstrate accountability through the following attributes:

- Self-awareness of areas of weakness
- Self-directed learning
- Ability to accept constructive criticism
- Seeking guidance as needed
- Ability to admit mistakes and develop skills to minimize future occurrences

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- Maintaining professional working relationships with staff, faculty, colleagues, and representatives of clinical sites

### CONCERN FOR THE PATIENT

PA students must, by their words and behavior, demonstrate concern for the patient. Concern for the patient is manifested in many ways, including, but not limited to, the following:

- Patient health and safety should be a leading priority.
- PA students must treat patients and their families with dignity and respect.
- At all times, the physical and emotional comfort of the patient is of paramount importance.
- Students must use appropriate verbal and non-verbal communication to convey concern, pleasantness, and professionalism to the patient.
- The patient's modesty should be considered at all times.
- Students shall deliver health care services to patients without regard to their race, religion, national origin, age, sex, marital status, citizenship, sexual orientation, gender identity or expression, disability, medical condition, socioeconomic status or political beliefs, or any status protected by law.
- Students may not accept gifts or gratuities from patients or their families.
- Sexual and romantic relationships with patients are prohibited and will not be tolerated.
- PA students must maintain a professional and calm demeanor at all times, even in emergency and other highly stressful situations.

### ETHICAL CONDUCT

Students are expected to conduct themselves at all times in a manner consistent with the [Guidelines for Ethical Conduct for the PA](#), published by the American Academy of PAs.

While in the clinical phase of the Program, students may not assume the responsibilities or take the place of qualified staff. However, demonstrating proficiency, students may be permitted to undertake certain defined activities with appropriate supervision and direction. If a student feels they are being placed in a position of responsibility outside that of the PA student, they should contact the PA Program immediately.

## DIDACTIC PHASE PROGRESSION

Requirements for progression within the didactic phase:

1. Students must complete all program courses with a grade of "C+" or better and maintain a per trimester/cumulative GPA of 3.0 or better to progress in the program.
2. Adequate demonstration of required skills necessary for clinical practice as determined by the Physician Assistant Program.
3. Progression in the Program is based on scholastic and professional performance, and the ability to meet all the requirements of the Program.
4. Compliance with the policies of Chapman University and the Master of Medical Science Physician Assistant Studies Program.
5. Compliance with the Behavioral Standards and Professional Performance Standards contained in this section and Standards of Conduct for the Physician Assistant Student located in this Handbook.

## CLINICAL PHASE PROGRESSION

In addition to the requirements for promotion within the didactic phase, students must successfully complete all didactic course work prior to engaging in clinical rotations. The following requirements are necessary to complete the clinical phase:

1. Each clinical year course must be passed with a minimum grade of "C+".
2. Satisfactory preceptor evaluations, which will be factored into the final grade for each clinical rotation.
3. Satisfactory repeat assessment for a grade below 70% in any End of Rotation (EOR) exam. Assignments receiving a grade below 70% may require remediation by the course director.
  - a. Students who fail an end-of-rotation exam will be required to take a repeat assessment on the following Monday. Failure to pass this assessment with at least a 70% will result in failure of the course.
  - b. The repeat assessment score will replace the score of the initial attempt; however, students

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- will only receive a maximum score of 77% regardless of performance on the repeat assessment.
- c. Students who fail a clinical course will be required to repeat the rotation, resulting in delayed graduation.
  - d. Students may take a maximum of two (2) repeat assessments during the clinical year.
4. Satisfactory completion of BLS/ACLS/PALS before the start of the first clinical rotation and maintenance of certification throughout the clinical phase.
  5. Demonstration of required skills necessary for clinical practice as determined by the PA Program.
  6. Be in good standing with the Student Progress Committee by meeting all the academic and behavioral requirements.
  7. Compliance with the policies of the program.
  8. Compliance with the Behavioral Standards and Professional Performance Standards contained in this handbook and Standards of Conduct for the PA Student located in this Handbook.
  9. Any student who receives a failing course grade (<77%) during the clinical education phase is subject to review by the Student Progress Committee. At the recommendation of the Student Progress Committee, the Program Director will make a recommendation. Failure of a clinical rotation will result in a delay of graduation from the program.

Students are not permitted to work as clinical or administrative staff during clinical rotations. Clinical year student site visits by principal and instructional faculty, as well as student evaluations of clinical sites, will ensure that students are participating in appropriate clinical experiences. If a student is not participating in appropriate clinical experiences, the Clinical Coordinator and/or Program faculty will review the continuation of student placement on a case-by-case basis.

## **CLINICAL YEAR POLICIES AND EXPECTATIONS**

Progression to the clinical year allows for opportunities to participate in direct patient care through supervised clinical practice experiences. Students are exposed to many different practice styles and specialties in medicine and surgery. On clinical rotations, students must respect their patients and honor the trust placed in them. Similarly, students are expected to show respect to their preceptors, and take advantage of all learning opportunities to advance their skills and knowledge. Students are expected to be a positive representation of both the University and the PA profession at all times.

### **ESTABLISHING AND MAINTAINING CLINICAL ROTATION AFFILIATIONS**

Students' clinical practice experiences must be supervised by a board-certified, residency-trained physician (MD or DO) or experienced PA (PA-C). Other experienced health care providers (nurse practitioners, certified nurse midwives, psychologists, etc.) can also supervise limited portions of a student's clinical training on a case-by-case basis as approved by the PA program. Students may facilitate the process for obtaining a specific clinical site, however these potential sites must undergo the same approval process as program-identified sites and be deemed appropriate for use. In order to ensure program compliance with accreditation standards, all preceptors and clinical sites are evaluated carefully. *At no time, is a student required to set up or obtain their own clinical rotation sites.*

The process of establishing a clinical preceptor site is as follows:

1. A clinician or practice is recruited by the PA Program, or contacts the program directly regarding interest in preceptorship
2. A Preceptor Information Packet is given to the potential preceptor
3. Program faculty conducts initial site evaluation visit
4. The Clinical Year Committee reviews the site's prospects and site visit evaluation, and makes recommendation to the Director of Clinical Education and Program Director
5. Affiliation Agreement(s) is/are signed by both parties, and all supporting documentation is gathered (i.e. proof of medical malpractice insurance, board certifications, and licenses of all preceptors involved)
6. Confirmation and a copy of the fully executed affiliation agreement is sent to the preceptor
7. Availability for student placement and scheduling at any given site is determined by the Director of Clinical Education

The process for precepting Chapman University PA students is as follows:

1. Student is assigned to site by Director of Clinical Education

2. Student information from EXXAT and clinical year syllabus is forwarded to the preceptor
3. Student begins clinical rotation and completes Clinical Site Safety Checklist with preceptor or site administrator
4. Student will evaluate the clinical training site, learning experience, and site resources at the conclusion of the rotation via EXXAT
5. Preceptor will evaluate the student's performance at mid-rotation and at the end of the rotation via EXXAT, and will send the appropriate documentation to the program accordingly

The process for maintaining a clinical preceptor site is as follows:

1. Faculty will occasionally visit the site to assess student performance and observe student-preceptor interactions
2. Preceptor feedback, student feedback, and site visit data is reviewed by the Program Clinical Year Committee, which will make recommendations to the Director of Clinical Education and Program Director whether to maintain the site relationship

#### PARKING, TRAVEL, HOUSING AND MEALS

All students admitted to the Chapman University PA Studies Program should expect that they will be placed at some remote, underserved, and/or rural clinical sites that are not local to Chapman University's campus. The program strives to provide all students the opportunity to work and receive training in a variety of clinical settings. The ultimate goal of this is to ensure that students will become well-rounded, culturally / demographically sensitive, and equitable providers to both the local community and population at large.

When placement within a 60-mile driving radius is not possible, students will be responsible for planning their own living and transportation arrangements. Students are responsible for all parking, transportation, and travel costs incurred during attendance at clinical rotations. Students who attend required rotations and stay in nearby housing are responsible for all costs, risks, and liabilities involved in such housing arrangements. Travel expenses, parking, and housing are not covered by program tuition and will be the student's personal and financial responsibility to cover and/or arrange.

#### PRECEPTOR AND STUDENT ROLES

Students should expect to earn incremental increases in patient care responsibility based on their abilities. Preceptors provide the necessary supervision to ensure a quality learning experience and patient safety/well-being. The goal is for each student to receive as much responsibility as that student is able to manage, advancing toward managing all elements of a patient encounter. Students are encouraged to preview the patient's chart with the preceptor, complete the history and physical exam, present the findings to the preceptor, analyze diagnostic study results, and generate an appropriate differential diagnosis and treatment plan. Students may be given an opportunity to complete patient chart documentation, medical forms and billing with supervision.

PA students must never be used as a substitute for a licensed clinical provider or office staff member. All students work must be under the direct supervision of a clinical preceptor (licensed physician, PA, nurse practitioner or nurse midwife supervised by a licensed physician). Students should contact the Director of Clinical Education if they are being asked to primarily perform duties of office staff members, although it is acceptable for students to see a patient through the entirety of their visit. For example, it is acceptable for a student to check in their patient and then place the patient in a room to collect vital signs and complete the encounter. Students may also run point of care testing on a patient they are seeing like urinalysis and strep testing, and they may complete billing forms and arrange for follow up appointment scheduling for a patient they have seen. Students are expected to know their limits and only practice within their ability and/or scope of practice.

PA students have a unique role in health care delivery. In that role, students are accountable for such things as:

- Students shall perform only those procedures authorized by the clinical site, supervisor, and/or preceptor.
- PA students at clinical sites must always work with the supervision of a preceptor and are prohibited from assuming primary responsibility for a patient's care.
- Students are responsible for the timely completion of all assignments and performance of clinical duties to the best of their ability.

- Students are responsible for identifying and reporting unprofessional, unethical and/or illegal behavior by health care professionals and students, faculty, and staff of the PA Program. If a PA student has a reasonable belief that such conduct has occurred, he or she should immediately report it to the Program Director, preceptor, supervisor or Director of Clinical Education, as may be appropriate under the circumstances.
- PA students are expected to accept and apply constructive feedback openly.
- PA students are always required to exercise sound judgment.
- Students must always identify themselves as PA students to patients, healthcare providers, and staff.
- Students must never appear at the University or a clinical site under the influence of alcohol or drugs.

## ORIENTATION

Students should expect orientation to each clinical site as appropriate to the practice and/or facility. This must include safety and evacuation procedures. Students should also be familiarized with practice site routines and critical resources so that the student can be functional in the setting.

## SCHEDULES AND TIMESHEETS

An assigned clinical schedule will be determined by the preceptor (or his/her agent). Students should expect to work approximately 40 hours per week at a minimum. Students should be involved in all activities that the preceptor would engage in during the clinical day. Students are NOT exempted from on-call, evening, weekend or holiday clinical responsibilities unless the preceptor has determined that these activities are not contributory to the student's learning experience. It is expected that students will make the most of their one year of clinical rotations, taking advantage of the opportunities afforded them to enhance learning, skill and understanding of the practice of medicine. In the event of a temporary preceptor absence, the student should work with an approved alternate preceptor if available. If an alternate preceptor is not available on a regularly scheduled clinical day, the student will notify the Director of Clinical Education to identify a make-up assignment or experience. Students are never to work in a clinical environment without a clearly identified preceptor.

## DOCUMENTATION

All chart entries and written orders must be signed (if applicable) with the student's name clearly written, followed by the designation "PA-S." The Center for Medicare and Medicaid Services (CMS) guidelines permit students to document specific components of the History and Physical Exam (Past Medical History, Family History, Social History, Review of Systems). The preceptor must personally document all other critical elements of the visit. No other professional titles, even if previously earned (e.g., RN, EMT, DPT, etc.), may be used while on clinical rotations. The preceptor must countersign all chart entries and written orders immediately.

## LOGGING

Students are required to log all patient encounters and clinical procedures in EXXAT. Each clinical year course contains a list of "Must See" diagnoses that must each be logged at least once during that rotation. Remediation will be required if a student fails to log a "Must See" diagnosis and will be at the discretion of the course director and/or Director of Clinical Education. Students are required to demonstrate competency in specific clinical skills and procedures during the clinical year. Procedure logs must be signed by preceptors and submitted for the student's file. Remediation of missing procedures will be arranged by the course director and/or Director of Clinical Education.

## MEDICAL EQUIPMENT

Students should bring their own properly functioning medical diagnostic instruments (stethoscope, reflex hammer, etc.) to all rotations. Clinical sites are not required to provide this equipment for general use by student providers. Students are expected to have a laptop with Exam Driver functionality for all testing during call back days.

## STUDENT EVALUATION OF PRECEPTOR/SITE

This evaluation allows Chapman PA students to provide constructive feedback for preceptors and help guide the future use of clinical sites. Student feedback should offer insight, constructive criticism (if needed), and informative advice, and should not be judgmental or accusatory in nature. This contribution from students

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can be a powerful tool in improving medical education by providing the preceptor and program with vital information on preceptor performance, attitudes, and conduct. The Student Assessment of Preceptor and Clinical Rotation Sites Form must be completed online via Exxat and turned in by the end of the call back day for each rotation.

Guidelines for giving constructive feedback include the following points:

- Base it on first-hand, personally observed/experiential data (and not on second-hand knowledge of the preceptor/site)
- Keep the tone professional, well-reasoned, and articulate
- Report specific information, rather than generalized impressions
- Provide suggestions for improvement, if needed
- Provide commentary that would help guide other students rotating on the site

## ROTATION GRADES

Preceptor evaluation of student performance at the end of each rotation accounts for 45% of the student's grade. All students are required to submit their designated preceptor's contact information in EXXAT by the 4th Tuesday of each rotation. To ensure timely assignment of rotation grades, we ask that this form be completed and submitted to the Director of Clinical Education during the last week of the student's rotation. All final clinical rotation grades are assigned by the program. Students are not to discuss grades with their Clinical Preceptors once those grades have been posted. Failure to abide by this policy will result in referral to the Student Progress Committee. Any questions about clinical rotation grades are to be referred to the Director of Clinical Education.

Rotation grades are assigned as follows for each of the nine clinical rotations:

- Preceptor Evaluation: 40% of final grade
- End-of-Rotation Exam: 35% of final grade
- Critically Appraised Topic (CAT) Presentation: 10% of final grade
- Weekly SOAP Notes: 10% of final grade
- Pre-Rotation & Post-Rotation Reflections: 5% of final grade (2.5% each)
- Professionalism: "Satisfactory" or "Unsatisfactory"
- Patient and Procedure Logging: up to 5% deduction (1% per week of logs) if not entered in a timely and complete fashion.

All of the above are required components to receive a passing grade for the rotation. Failure to receive a "Satisfactory" grade for Professionalism will result in a 10% deduction in final rotation grade and may result in failure of the rotation.

## END OF ROTATION EXAMS

At the end of each rotation, students will be required to pass a PAEA End-of-Rotation Exam on their specific rotation subject unless otherwise specified. Students completing the PAS 609 Elective rotation will take a Family Medicine topic exam. These exams will be administered on students' laptop computers. Topic lists for each of the exams can be found via the link: <https://paeaonline.org/assessment/end-of-rotation/content/>

All students that fall below 80% on End of Rotation Exams are encouraged to meet with the course director to discuss the understanding of the material. All students that receive a failing grade (<70%) on an End of Rotation Exam will be required to schedule a repeat assessment, as discussed above.

## SITE VISITS

Site visits are conducted under the following circumstances:

- In reply to a preceptor request or complaint about a student
- In response to a student's concerns, whether communicated verbally or in conjunction with the mandatory student.
- Evaluation of the site/preceptor
- For all PA students who are on probation for any reason
- At the discretion of the program

Site visits can be requested for any reason by either the preceptor or the student by contacting the Director of Clinical Education to meet. Site visits will occur at a minimum of once every two years. Site visits can be

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completed by faculty, alumni, adjunct faculty, or other personnel that the program determines to be in appropriate standing. These visits can be performed via telephone, via electronic means (i.e., email, Skype, Go-To-Meeting, Face-Time), or on physical location. In all cases, approved preceptor evaluation forms specific to each medical specialty, and site visit forms will be used to obtain consistent data for each site visit. During the site visits, students may also be evaluated; however, these evaluations can also be done on separate occasions, as needed by the program. Each student will be visited a minimum of two times in the clinical year.

## **GRADUATION POLICIES & REQUIREMENTS**

### **STUDENT RESPONSIBILITY**

It is the responsibility of each graduating student to refer to their Program Evaluation in “[my.chapman.edu](http://my.chapman.edu)” to check which requirements have been met and which requirements still need to be completed for graduation. A student may not shift this responsibility to an advisor or to the Office of the University of Registrar. The program will review all student records prior to graduation. Any outstanding financial balance must be reconciled with [Student Business Services](#) prior to graduation. Students must fulfill all program and University requirements before being awarded a diploma and be eligible for the NCCPA PANCE exam. Specific requirements include:

1. Satisfactory completion of all courses with a grade of “C+” or better.
2. Maintain a trimester/cumulative GPA of 3.00 (B) or higher throughout the Program.
3. Satisfactory completion of formative assessments and a comprehensive Summative Exam.
4. Good professional standing with the Program.

### **APPLICATION FOR DEGREE CONFERRAL**

Although a student may have completed all requirements, graduation is not automatic. Every degree candidate is required to submit the online Application for Degree Conferral via “[my.chapman.edu](http://my.chapman.edu)” by the [Application Deadline](#).

### **COMMENCEMENT**

Formal University commencement ceremonies are held annually in May. To participate in ceremonies, students must [RSVP online](#). To be eligible, students must have filed an online degree conferral. For up-to-date event information, visit: [chapman.edu/commencement](http://chapman.edu/commencement)

## **STUDENT PROGRESS COMMITTEE**

The Student Progress Committee (SPC) is a designated group of faculty whose intent is to maximize a student’s performance in the program, as well as maintain our program standards. The SPC is appointed by the PA Program Director and may (but is not required to) consist of a minimum of three members of the faculty selected by the PA Program Director and one student representative. The membership of the Committee may vary according to specific circumstances. Maintenance of program standards is necessary to protect the integrity of the program, but also, more importantly, to safeguard the welfare of patients.

The purpose of the SPC is to ensure that each student has adequate skills, knowledge, judgment, and appropriate behavioral attributes to assume the responsibilities of a PA. To perform its duties, the committee may request the cooperation, advice, and judgment of faculty, students, administration, and/or the University Student Conduct Process. Students may also request a review by the committee. To request this review, a student must submit a written request to the SPC Chair, outlining the reasons a review is warranted. The SPC will then attempt to meet within ten (10) business days of receipt of the written request, if possible, and deemed appropriate. Advisors (including attorneys), representatives, friends, classmates, and family members of the student are not permitted to participate in this academic progress process.

The SPC, exclusive of the program director, will deliberate after reviewing any evidence presented, and will then make a formal recommendation to the program director. Examples of student requests include but are not limited to grade appeals or violations of the student code of conduct or policy on Academic Integrity. Examples of outcomes of the SPC are the review and development of remediation plans, program probation, deceleration, or dismissal. Upon receipt, the program director shall decide to accept or reject the Committee’s recommendation. The program director’s decision may be appealed as defined by the [Grievance and Appeals Procedure](#).

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## STUDENT GRIEVANCE POLICY

For more information regarding the University's Student Grievance Policy, please refer to [Grievance Procedures](#) that can be found in the [Chapman University Graduate Catalog](#).

## PETITION AND APPEAL PROCESS

[The University's graduate catalog policy](#) is that no grade below "C+" is acceptable toward a degree or credential but is included in calculating the overall grade point average.

- A student whose Chapman trimester grade–point average or overall cumulative grade–point average falls below a 3.00 will be placed on academic probation.
- A student who is placed on academic probation must demonstrate reasonable progress in improving their cumulative grade–point average to continue enrollment after one trimester on probation.
- A student whose Chapman grade–point average or overall cumulative grade–point average continues to be below a 3.00 or after they fail requirements of academic probation will be dismissed.
- A student on academic probation who does not achieve a trimester grade–point average of 3.00 or higher in the first trimester after being placed on probation will be dismissed.
- A student who is placed on probation and does not achieve a Chapman grade–point average or overall cumulative grade–point average of 3.00 within two trimesters will be dismissed.
- A student who is placed on probation and does not fulfill the conditions of probation will be dismissed.
- The action of dismissal will be noted permanently on the official transcript.
- A student who has been dismissed may not continue in course work (will be administratively withdrawn) until an appeal is submitted to the Graduate Academic Council via the Office of the University Registrar. No appeals will be considered if they are not received within 10 working days of the notification date.
- Students have a right to appeal dismissal decisions, to submit evidence, and to have that evidence considered alongside evidence submitted by the proponent of the decision. Students who wish to appeal an academic dismissal must demonstrate both extraordinary circumstances explaining the unsatisfactory academic performance and a likelihood of success if allowed to continue at Chapman.
- If the dismissal appeal is upheld by the Graduate Academic Council, the student may appeal to the Office of the Chancellor, per the appeal process noted below.
- If the dismissal appeal is denied by the Office of the Chancellor, the student will be administratively withdrawn effective immediately. The decision of the Office of the Chancellor on dismissal appeals is final and there is no additional process of appeal.

## ACADEMIC PETITION

Chapman University is sensitive to the educational advantages of a flexible curriculum but is also conscious of a responsibility to ensure equity for all students. Permission to deviate from published regulations is neither automatic nor done as a formality; each request is considered on its own merits and considering the petitioner's complete academic record. Internal guidelines have been established to help committee members with their deliberation on individual cases.

The Graduate Academic Councils are responsible for creating academic policies and procedures within the University. A student's petition to deviate from general University policies is submitted to the Graduate Academic Council via the Office of the University Registrar by completing a [Graduate Petition Form](#).

Petitions are reviewed by the Graduate Academic Council as follows:

- Challenge of a grade in a course
- Limitation/acceptance of credit.
- Other degree-related issues.
- Other miscellaneous petitions.

The decisions on petitions made by the Graduate Academic Council are recorded within the student's record; students are notified by the Office of the University Registrar via the student's Chapman email account. Please note that a fee may be assessed for certain petition types.

Students may appeal a decision of the Graduate Academic Council to the Vice Provost of Graduate Education, by providing documented evidence demonstrating one or both of the following grounds for appeal: 1. A procedural error was made by the Graduate Academic Council. 2. Additional evidence is provided that could serve as a cause for further review.

## ACADEMIC APPEAL

Each student has the right of [academic appeal](#), the right to submit evidence, and the right to have that evidence considered. The person, committee, or body considering the appeal (at each stage of the appeal process) is to consider the student's evidence alongside any evidence submitted by other interested parties and is to notify the student, in writing, of its decision and the basis for its decision.

For academic matters, the process normally begins with the faculty member involved, if appropriate. All other appeals (and all academic appeals that were denied by the initial appeal to the faculty member involved) go to the department or program and then to the Graduate Academic Council.

### APPEAL PROCEDURES

A student who wishes to challenge a grade or a disciplinary or dismissal decision has an automatic right of appeal, and the right to submit evidence. Interested parties, including the grading instructor and/or the proponent of the disciplinary or dismissal decision, shall also submit any evidence, all of which will be reviewed and considered in the appeal. The channels and processes for appeal are explained in the [Graduate Catalog's sections on Appeal Process and Grade Review](#). A student who has been dismissed may not continue in coursework until an appeal is submitted. To be considered, an appeal must be received within ten days of the notification date. Once an appeal has been submitted, the student shall continue in the program until the appeal process is exhausted. The department, based on the grounds for dismissal, will determine classroom and clinical participation during this time. If the decision for dismissal stands following their appeal, the student will be dismissed from the department and University activities. The [Graduate Catalog](#) contains additional information on appeal processes. Responsibility for preparing the appeals and the costs for copies and any expenses associated with the appeals rests totally with the student.

## GRADING POLICY

The Course Director will make all final decisions regarding student grades. General policies regarding grading for graduate programs can be found in the current issue of the [Chapman University Graduate Catalog](#). The grade percentages listed below correspond to the appropriate letter grade. Any percentage value in the corresponding letter grade will be assigned.

<u>Letter</u>	<u>Percentage</u>
A	90 and above
B+	87 to 89.99
B	80 to 86.99
C+	77 to 79.99
C	70 to 76.99
F	0 to 69.99

### EVALUATION OF STUDENTS

Students are evaluated by various methods to ensure that they meet the terminal training objectives and PA Competencies by the end of their program. The following instruments and processes are used in this effort:

- Written Exams
- Comprehensive Physical Exams
- Objective Standardized Clinical Exams (OSCE's)
- Graded Interactive Case Studies
- Observation by faculty in class, lab, small groups, clinical experiences, and clinical rotations
- Performance of Clinical Skills and Procedures

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- Clinical Experiences
  - Faculty Advisory Reviews
  - Evaluation of H & PE write-ups
  - Oral Patient Presentations
  - PACKRAT Exam
  - Summative Exam
  - Research Project
  - All other assigned materials

## GRADING OF COURSES IN CLINICAL EDUCATION

As with any course within the PA Studies Program, a student has the right to appeal decisions made by the Clinical Coordinator or faculty member. The student must follow the process outlined in the [Graduate Catalog's](#) sections on [Appeal Process and Grade Review](#).

## ASSESSMENTS

Exams are scheduled throughout the PA Program. Please see the [Attendance Policy](#) in this Handbook for further information regarding missed exams due to absence. Students are tested on the content of the course as described in the respective course syllabus, course-specific outcomes, and instructional objectives. The basis of an exam includes information presented in class as well as reading assignments (even if the reading assignments were not discussed in class). The formats of exams are varied and may include multiple-choice, true and false, matching, short answers, essays, oral presentations, practicals, simulated patient encounters, grand rounds presentation, case studies, and a combination of formats. A proctor or faculty member will administer each exam, give the instructions for taking the exam, and keep track of the time permitted for taking the exam.

All exams (including make-up exams) are subject to the following conditions:

- The time allotted for exams of a multiple-choice format is based on a graduated scale to one minute per question. Additional time may be permitted at the discretion of the course director or co-director.
- Students are required to place all personal belongings in a designated area in the exam room before beginning the exam.
- A student who arrives after the exam has begun may be permitted to enter the room at the discretion of the faculty proctor. If permitted, they should enter the room quietly, sit down in the closest available chair, and wait for the exam materials to be given to them. Students who arrive late will not be permitted to have additional time in which to complete the exam.
- Students are not permitted to talk for any reason during an exam.
- When the proctor or faculty member announces that the time for the exam has ended, every student must stop writing immediately. If a student continues to write after the announcement, he or she may be subject to disciplinary action.
- Students are not permitted to use unauthorized electronic devices during an exam, including digital watches and other personal digital devices. If a proctor or faculty member has a reasonable belief that a student used an unauthorized electronic device during an exam, the device will be confiscated, and the student will be subject to disciplinary action.
- Outerwear, including sweaters, jackets, vests, etc. must have the ability to be zipped or buttoned and must be before beginning the exam.
- No food or beverages are permitted in the exam room (including gum).
- Students must include their names, ID number, and other required information on all exams and answer sheets.
- Only answers recorded on the approved answer sheets will be graded.
- Students must request permission in order to leave the exam room for any reason. At the discretion of the PA Program, an escort may be required. Please note that no additional time will be permitted for time away from the exam.
- Students who complete the exam early may leave the exam room but will not be permitted to re-enter until the exam has ended.
- All exams and answer sheets must be returned to the proctor or faculty member at the end of the exam. Students are prohibited from removing exams and answer sheets from the exam room.
- Students are not permitted to discuss exam items or assessment processes in open areas or outside of the exam. Doing so will be viewed as a violation of the Academic Integrity Policy.

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## ASSIGNMENTS

All assignments must be submitted on or before the due date unless otherwise authorized by the course director. At the discretion of the course director, points may be deducted from the final grade for each calendar day that an assignment is past due.

## REVIEW OF EXAMS

Each exam is reviewed by faculty, and when needed the Director of Academic Education and Assessment. Each item is analyzed for a statistical variance after each assessment. At the end of appropriate written assessments, students are allowed to review incorrect exam items.

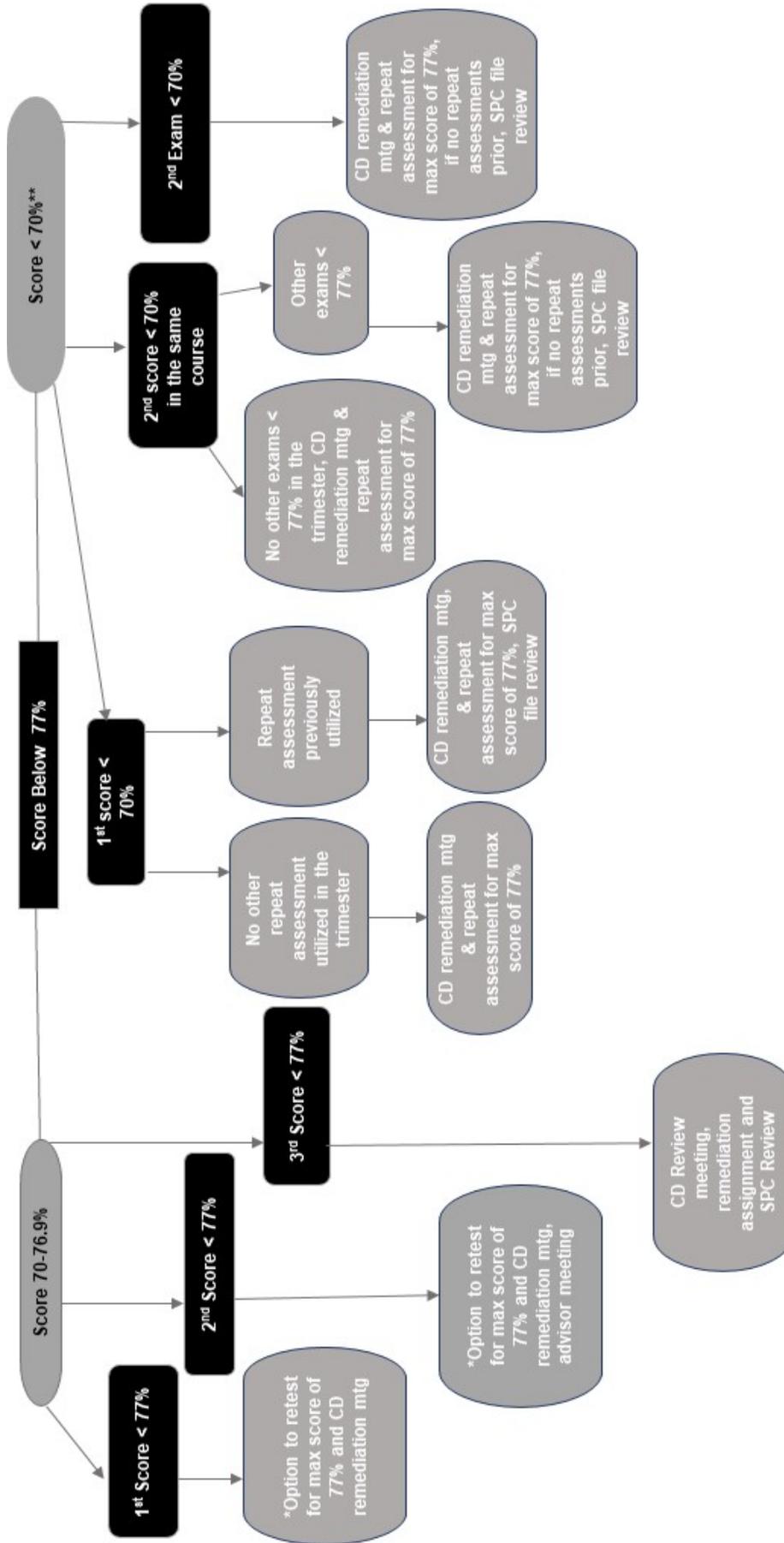
## REMEDIATION

Remediation is not intended to help a student achieve an improved percentage score on their assessments, but rather to allow the student to show competency in areas of deficiency. Any written, physical exam skills test (PEST), or OSCE assessment score under 77% requires remediation. The remediation plan is documented by the appropriate faculty member or instructor, completed with the student, and filed into the student's academic record. Students that receive less than 77% on an exam, will follow the tiered remediation process outlined below.

1. Exam scores between 70-77% are eligible for repeat assessment once per trimester.
2. Any repeat assessment score > 77% will post as 77% for the assessment. Any repeat assessment score < 77% will stand as scored.
3. The first time a student receives less than 77% on an exam, the student will meet with the course director or instructor to review and complete the remediation. The results of remediation will be documented in the student's academic record.
4. If the student receives < 77% on a second exam, within the same course, the student will be required to meet with their advisor, in addition to the course director or instructor to outline a remediation plan and ensure it is carried out.
5. In the event that a student requires remediation intervention in two or more courses within a trimester, their program performance will require review by the Student Progress Committee.
6. In the event of an exam failure (score below 70%), students require repeat assessment as deemed appropriate by the course director or instructor of record. In the event of a repeat assessment, the highest possible score is 77%. Students requiring repeat assessment and/or remediation of more than 50% of assessments in a course will be reviewed by the Student Progress Committee and may result in academic probation.
7. A student cannot retake more than 2 exams per trimester, across the total course load. Any exam score under 77%, after use of the maximum number of retakes (2), will post the score received and require remediation.
8. Failure of repeat assessment will require review by the Student Progress Committee, and the last assessment score will stand.
9. Failure of two or more exams in one course will require review by the Student Progress Committee.
10. Cumulative final exams in courses do not qualify for reassessment as described above but may require remediation.
11. Any need for remediation that falls outside these scenarios will be reviewed by the Student Progress Committee.

The Student Progress Committee makes a recommendation to the Program Director regarding the status of the student. The student may require a formal academic warning or academic probation. The following flowchart shows the possible outcomes of remediation.

# REMEDATION FLOWCHART



**Any assessment result outside of this protocol will be reviewed by the SPC to determine appropriate remediation plans.**

**\*OPTION - Scores of < 77% are eligible for repeat reassessment once in a trimester**

**\*\*Assessment failures (< 70%) cannot exceed 2 exams/trimester over the total curriculum, OR be more than 50% of the course assessments**

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## **PROBATION**

### **ACADEMIC**

All students will be reviewed by the SPC periodically for continued successful progression in the program, as part of the Program's ongoing and continued assessment. Any student whose trimester/overall average GPA falls below 3.00 will be reviewed by the Student Progress Committee and are at risk for academic probation or dismissal. Any student who receives a grade of "C+" or lower in any course will be reviewed by SPC.

### **ACADEMIC FAILURE**

Any course grade below "C+," is considered failure by the University at the graduate level. Any course grade below "C+" will require to retake for academic credit toward their degree progression. The student will be allowed to repeat a failed course once during their time enrolled in the program. Failure of a didactic course will result in a delay in starting clinical rotations and/or graduation and will be subject to additional cost and tuition.

In the event that the student is allowed to remain in the program, the following conditions apply to their probation:

- Meet all the terms of the contract of probation within the designated time frame or they will be dismissed from the PA Program.
- Achieve a grade of "C+" or better in any retake of a PAS course, or they will be dismissed from the Program.
- Maintain a cumulative GPA of 3.00 (B) or higher to continue and/or graduate from the PA Program.
- Continually uphold all of the policies and procedures as outlined in the PA Program Student Handbook and the Graduate Manual, or they will be dismissed.

### **PROFESSIONALISM PROBATION**

Students who fail to adhere to the required Behavioral and Performance Standards, or whose behavior is deemed unprofessional, disruptive or inappropriate for a medical professional, will be reviewed by the Student Progress Committee. PA Program Faculty and Staff who have evidence that student behavior is inappropriate will report to the Student Progress Committee. The Student Progress Committee will review the available information and make a recommendation to the PA Program Director. Examples include, but are not limited to: multiple late assignments, repeated tardiness or absences, irregular behavior during assessments, or threatening behavior or harassment toward faculty, staff, colleagues or patients. Students placed on probation for professional reasons who fail to meet the terms of the contract of probation within the designated time frame will be dismissed from the Program.

## **DISMISSAL FROM THE PROGRAM**

### **REMOVAL FROM PROBATION**

A student placed on program probation due to a cumulative GPA of less than 3.00 must acquire a cumulative GPA of 3.00 or greater by the end of the following trimester. A student placed on program probation due to a PAS course grade of less than "C+" must complete the course requirements (which may require repeating the course) according to the terms of the contract and achieve a passing grade of "C+" or better in order to be removed from program probation. All students placed on program probation for academic and/or behavioral problems must fulfill ALL requirements of the contract of Program probation within the designated time frame or will be dismissed from the Program.

A student may be dismissed from the Program and the University for reasons of:

- Poor academic or clinical performance
- Clinical, professional, or personal misconduct
- Violations of the Program and/or University Policies

Prior to dismissal, efforts will be made by the faculty to assist the student in addressing areas of deficiency. If such assistance does not result in improved performance to an acceptable level, the student may be dismissed. The Student Progress Committee will review the student's performance and records and make a recommendation to the Program Director.

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The Program Director will make final decisions on dismissal from the program.

Any student dismissed from the program has the right to appeal the decision in accordance with the Petition and Appeal Policies outlined in the following sections. The student shall continue in the Program until the appeal process is exhausted but may be removed from coursework and or clinical experiences pending resolution of the appeal. If the decision for dismissal stands following their appeal, the student will be dismissed from the Program and the University. Students who have been dismissed and wish to be reinstated must follow the appeals process as defined in the [Graduate Catalog](#) under [Petition and Appeal Process](#). A student who is reinstated but fails to satisfy the conditions of program probation will automatically be dismissed from the PA Program without further review or appeal within the PA Program.

## STUDENT RESOURCES

The stresses of a demanding PA Program may cause the student to experience symptoms of physical and/or mental difficulties. Members of the PA Program Faculty will work closely with the Office of the Dean of Students and [Student Psychological Counseling Services \(SPCS\)](#) to support the student who may be experiencing a psychological or physical emergency. Emergencies will be triaged for assessment immediately/same day by SPCS. After-hours crisis and consultation with a clinical professional are available by calling (714) 997-6778. For life-threatening emergencies, the Program will immediately call 911.

The hospitals closest to the Rinker campus are Hoag Hospital and Mission Hospital. Click on one of the addresses below for driving directions from the Rinker campus.

❖ [Hoag Hospital ER – 16200 Sand Canyon Ave., Irvine, CA 92618 \(3.8 miles\)](#)

❖ [Mission Hospital ER – 27700 Medical Center Rd., Mission Viejo, CA 92619 \(10.3 miles\)](#)

SPCS provides brief counseling and psychotherapy by appointment for non-emergencies during business hours Monday – Friday, 8:30am - 5:00pm (714) 744-7002.

The following resources are available for students:

- Student Society
- [Rinker Campus Library](#)
- [PA Program Library Database](#)
- Program Director's Class Hour (once per trimester/as needed)
- Faculty and Program Director's Office Hours
- Faculty advising sessions
- Open Door Policy for Program Faculty and Staff
- [Open Door Policy for the Dean of Crean College – Rinker Campus 9401, Room 213](#)
- [Disability Services](#)
- [Information Services and Technology \(IS&T\)](#)
- [Office of Graduate Financial Aid](#)
- [Student Psychological Counseling Services](#) (SPCS) Rinker Campus Licensed Therapist  
Phone: (714) 744-7002, Location: Rinker Campus 9401, Room 128

### SPECIAL ACCOMMODATIONS

The University is committed to providing reasonable accommodations to all members of the University community who have documented disabilities. PA students who indicate verbally and in writing (with medical documentation) that they cannot meet one or more of these technical standards will be reviewed by the Program Director, Director of Academic Education, and Director of Clinical Education in conjunction with the [Office of Disability Services](#). Reasonable accommodations might be possible to facilitate the successful completion of the degree requirements. However, there may not be any fundamental alteration of the Program.

### DISABILITY SERVICES

The Disability Services office is designed to help students who exhibit significant difficulties due to a disability. We will support students to understand their limited abilities and compensate for them with reasonable accommodations and alternative resources. [Disability Services](#) (DS) approves and coordinates accommodations and services for students with disabilities at Chapman to help students acquire skills

essential to achieve academic and personal success. Registration with DS is on a voluntary, self-identifying basis. However, services are only available after a student has registered and presents currently certified documentation of the disability from a medical or educational specialist. All information and documentation are confidential. Upon admission, to obtain any further support needed, students should contact the disability service specialist 714-516-5550 or email [ds@chapman.edu](mailto:ds@chapman.edu).

## **EMERGENCY NUMBERS**

Emergency: 911 | [Office of Public Safety](#) – General Dispatch (24 hrs.): (714) 997-6763

Rinker Office of Public Safety: (714) 516-5811

[Office of the Dean of Students](#): (714) 997-6721

[Office of the Dean, Crean College of Health and Behavioral Sciences](#): (714) 774-7650

[Student Concerns Intervention Team](#) (714) 997-6721

Hospital (closest): Hoag Hospital Irvine, 16200 Sand Canyon Ave, Irvine, CA: (949) 791-3101

Suicide and Crisis Intervention Center (24 hrs): 1-800-273-TALK (8255)

Orange County Rape Crisis Center (OCRCC): 1-866-935-4783

Poison Information: California Poison Control 1-800-222-1222

## **BLACKBOARD\***

Blackboard is the primary learning management system at Chapman University. Blackboard is a single highly customizable and integrated system with tools for hosting online courses, sorting and managing course material, collaborating on documents and projects, conducting live synchronous online classes, and accessing the success of students and courses. Students are expected to log into Blackboard daily to access course content and materials. \*Due to approved changes in the University Learning Management System from the department of IS&T, planned for the 2020-2021 academic year, Blackboard will be phased out, and Canvas Learning Management System will replace it, according to the specifics outlined above.

## **PROFESSIONAL LIABILITY INSURANCE**

The University provides students with liability insurance coverage throughout the duration of their participation in the PA Program, including clinical year activities. Students are not required to carry personal liability insurance policies.

While on clinical rotations, PA Program students are given limited coverage (claims-made coverage only) by Chapman University's "blanket" professional liability insurance policy. A copy of this certificate of insurance will be sent to each clinical site via email upon the establishment of the site, and yearly with the renewal of the policy.

This coverage is limited to:

- Students currently registered and matriculated in the Chapman University PA Studies Program
- Clinical sites approved and scheduled through the Director of Clinical Education
- Students participating within the guidelines outlined in the Chapman University PA Studies Clinical Syllabi

Students are not covered for any service or activity that is not approved, scheduled, or within the expected scope of practice for a student, as determined by Program policy.

## **UNIVERSITY INVESTIGATION PROCESS**

Chapman University follows specific policies and procedures for Title IX investigations related to matters with student respondents defined in the Student Sexual Misconduct Policy. There are also FAQs for general audiences, complainants, respondents, and witnesses for cases in which the respondent is a student. For information related to faculty and staff matters, please visit the [Equal Opportunity and Diversity page](#). For more information regarding the Chapman University's Sexual Harassment Policy: [Student Sexual Misconduct Policy](#)

## **LEAVE OF ABSENCE, WITHDRAWALS, RESUMPTION OF STUDIES**

A student is expected to complete the PA Studies Program in two years. However, the maximum time allowed from matriculation to conferral of the MMS degree is four years, including any leaves of absence. Students may elect to take a leave of absence for one year, subject to approval by the Program Director.

Students requesting a leave of absence must complete a petition form and obtain the permission of the Program Director. Additional details regarding policies and procedures can be found in the [Graduate Catalog](#). PA students who have an approved leave of absence are permitted to re-enter the program at the beginning of the segment where the leave was granted. Students who re-enter must wait until the appropriate program offerings are available. Since courses are presented only once a year, and because of the sequential ordering of courses in the program, a leave will result in a delay of the student's original graduation date. An individual curriculum plan will need to be made for each student. Students are required to meet the curricular expectations of the class cohort with which the student will graduate unless exempted by the faculty. Therefore, if any new requirements or courses are added to the curriculum, students who are out-of-sequence will be expected to take the additional courses or meet the new requirements.

Students contemplating a leave of absence, withdrawal or re-admission should consult the Chapman University [Graduate Catalog](#) or the [Student Services website](#). Additionally, please be advised that a leave of absence may be considered a withdrawal for financial aid purposes and may affect a student's full-time status and financial aid packages. It is strongly suggested that all students consult a financial aid advisor about all leaves of absence and withdrawals in an expeditious manner.

## TUITION, FEES, AND OTHER EXPENSES

General information about tuition, fees, refunds, and other expenses related to the PA Studies Program can be found on our [website](#) under Tuition and Fees and the Chapman University [Graduate Catalog](#), under [Expenses and Financial Aid](#). Students are responsible for health insurance, transportation, parking, room and board, textbooks, laptops, medical equipment, and supplies. There are no out-of-state resident fees.

### Approximate Student Costs

Textbooks	\$1500.00
Medical Equipment Kit w/ADC Adscope	\$120
Littman Stethoscope*	\$100-200
Portable Otoscope/Ophthalmoscope	\$200-600
1-Scrub set/2 Lab Coats (short and long)	\$100.00
Student Health Insurance**	\$1,840.00
Rinker Campus Parking (subject to change)	\$139 (annually)
Clinical Rotation Parking	Variable
Enrollment Background Check/Drug Screening***	\$200
Background Check Before Beginning Clinical Rotations***	\$50-100
Drug Screening During Clinical Year***	\$30-50 per test
Enrollment Health Clearance; Vaccinations & Titters; Annual Tuberculosis Testing; Influenza Vaccination	Variable
ACLS/PALS/BLS***	Variable
N95 Mask Fit Testing	Variable

\*Littman Classic III or the Littman Cardiology IV Diagnostic stethoscope is recommended by the program.  
 \*\*PA students are required to have Health Insurance, therefore the University bills health insurance as a part of the registration. The annual cost of health insurance is \$2,040 (\$680 per trimester). For more information on the waiver or how to enroll in the health insurance plan please visit the [Student Health Insurance](#) webpage. \*\*\*A certified background check, drug screening, and medical insurance are required of all accepted applicants prior to matriculation into the program. Additional certified background checks and drug screenings may be required by clinical sites or preceptors.



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**PHYSICIAN ASSISTANT STUDIES PROGRAM**

**FORMS**

## PHYSICIAN ASSISTANT STUDIES PROGRAM

### Didactic Year Student Self-Assessment Form

Trimester:     SPRING     SUMMER     FALL

Name: [Click here to enter text.](#)

Date Completed: [Click here to enter a date.](#)

Instructions: Please complete this form on your computer, then print, sign, and submit to your Faculty Advisor when complete. Do not attempt to alter the form. Text fields will resize automatically to fit what you write.

Please check the appropriate number 1 – 3 in accordance with your answer.

- |   | 1                        | 2                        | 3                        | 4                        | 5                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I complete all assigned readings.  | <input type="checkbox"/> |
| 2. I complete all assignments on time.  | <input type="checkbox"/> |
| 3. I complete self-initiated readings on topics I am interested in.   | <input type="checkbox"/> |
| 4. I complete self-initiated readings on topics I am weak in.   | <input type="checkbox"/> |
| 5. I am punctual.   | <input type="checkbox"/> |
| 6. I am prepared for my scheduled lectures, workshops, seminars, labs, and class meetings.  | <input type="checkbox"/> |
| 7. I take advantage of opportunities (i.e. volunteer/community service) that are appropriate to my level of education and training. | <input type="checkbox"/> |
| 8. My basic science knowledge is appropriate for my level of education and training.  | <input type="checkbox"/> |
| 9. My appearance represents a positive image of the PA profession.  | <input type="checkbox"/> |
| 10. I am prepared to enter the clinical phase of the PA program.  | <input type="checkbox"/> |
| 11. I understand the program expectations.  | <input type="checkbox"/> |
| 12. I can keep up with program expectations.  | <input type="checkbox"/> |
| 13. I am comfortable with my overall level of ability as it relates to my role as a PA student.                                     | <input type="checkbox"/> |
| 14. My present stress level is:   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                          |                          |
|   | Low                      | Med                      | High                     |                          |                          |

List 3 strengths:

- [Click here to enter text.](#)
- [Click here to enter text.](#)
- [Click here to enter text.](#)

List 3 areas for improvement:

- [Click here to enter text.](#)
- [Click here to enter text.](#)
- [Click here to enter text.](#)

My Concerns:

[Click here to enter text.](#)

My Professional Goals:

[Click here to enter text.](#)

---

Faculty Review of Professional Development:

Review of Individual Student File?

Initials and  
Date:

Identified areas of concern?

Y       N

Faculty Advisor Comments:

Academic Progress: Click here to enter text.

Interpersonal and Academic Professionalism: Click here to enter text.

Personal Life and Stress Management: Click here to enter text.

Other: Click here to enter text.

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

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

## PHYSICIAN ASSISTANT STUDIES PROGRAM

### Clinical Year Student Self-Assessment Form

Trimester:     SPRING     SUMMER     FALL

Name: [Click here to enter text.](#)

Date Completed: [Click here to enter a date.](#)

Instructions: Please complete this form on your computer, then print, sign, and submit to your Faculty Advisor when complete. Do not attempt to alter the form. Text fields will resize automatically to fit what you write.

Please check the appropriate number 1 – 5 in accordance with your answer.

<i>1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree</i>	1	2	3	4	5
1. I prepare by reading up on relevant specialty topics prior to and during each clinical rotation.	<input type="checkbox"/>				
2. I complete all assignments issued to me by my preceptors and/or program faculty in a punctual manner.	<input type="checkbox"/>				
3. I take personal responsibility for my own learning.	<input type="checkbox"/>				
4. I take advantage of additional opportunities to learn/engage during each clinical rotation when made available (i.e. attending Grand Rounds, Seminars, Journal Clubs, M&Ms, volunteering to take on extra clinical tasks, etc.).	<input type="checkbox"/>				
5. My personal demeanor, appearance, and maturity level represent a positive, professional image of myself and my profession.	<input type="checkbox"/>				
6. My medical knowledge is enough for engagement in learning and understanding during the clinical year.	<input type="checkbox"/>				
7. My history of taking skills are competent.	<input type="checkbox"/>				
8. I can demonstrate appropriate and pertinent physical exam skills.	<input type="checkbox"/>				
9. I can perform clinical and technical procedures proficiently as directed with proper supervision and guidance.	<input type="checkbox"/>				
10. I can interpret diagnostic tests appropriately.	<input type="checkbox"/>				
11. I can develop an appropriate and effective assessment and effective management plan for patients with common acute and chronic conditions.	<input type="checkbox"/>				
12. I can collaborate with medical team members to deliver effective patient care.	<input type="checkbox"/>				
13. I acknowledge and respect socio-cultural norms and diverse patient populations.	<input type="checkbox"/>				
14. I can meet the professional expectations and competencies of a PA.	<input type="checkbox"/>				
15. My present stress level is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Low	Med	High		

List 3 strengths:

List 3 areas for improvement:

- 
1. Click here to enter text.
  2. Click here to enter text.
  3. Click here to enter text.

1. Click here to enter text.
2. Click here to enter text.
3. Click here to enter text.

**My Concerns:**

Click here to enter text.

**My Professional Goals:**

Click here to enter text.

---

**Faculty Review of Professional Development**

Review of Individual Student File?

Initials and Date:

Identified areas of concern?

Y

N

**Faculty Advisor Comments:**

Academic Progress: Click here to enter text.

Interpersonal and Academic Professionalism: Click here to enter text.

Personal Life and Stress Management: Click here to enter text.

Other: Click here to enter text.

---

Student Signature

Date

---

Faculty Signature

Date



# PHYSICIAN ASSISTANT STUDIES PROGRAM

## Student Advisee Meeting Form

**Student Name:**

**Date:**

**Instructions:** This form is to be completed by the Faculty Advisor at the end of each trimester to discuss the student's professional development. The completed form must be submitted to the Program Director and included in the student's file.

<b>Reason for Meeting:</b>	<b>Academic</b>	<b>Professional</b>	<b>Other</b>
<b>Year:</b> Didactic      Clinical	<b>Term:</b> Spring	Summer	Fall

**Academic Progress**

Current GPA:                       3.5-4.0       3.0-3.49       <3.0

Advisor Comments:

Does the student report any academic, behavioral, or personal problems?      **Yes**                      **No (explain below)**

Concerns that were addressed:

Recommendations:

Student Comments:

Student Signature

Date

Advisor Signature

Date



**CHAPMAN UNIVERSITY**  
**PHYSICIAN ASSISTANT STUDIES PROGRAM**

**Site Safety Checklist**

ROTATION SITE	
DATES OF ROTATION	
CLINICAL PRECEPTOR	

I, \_\_\_\_\_ PA-S, have reviewed the following items with my clinical preceptor and/or administrative contact at the clinical site:

<input type="checkbox"/>	Emergency Procedures (evacuation routes & active shooter protocol)
<input type="checkbox"/>	Fire Safety
<input type="checkbox"/>	Natural Disaster Response
<input type="checkbox"/>	Personal Safety Measures (injury & exposure reporting)
<input type="checkbox"/>	Building access

\*If you have any concerns or questions about your safety at this clinical site, please contact the Director of Clinical Education immediately (714) 744-7029.

STUDENT NAME	
STUDENT SIGNATURE	DATE
PRECEPTOR NAME	
PRECEPTOR SIGNATURE	DATE



## PHYSICIAN ASSISTANT STUDIES PROGRAM

### Absence Form

***Student Instructions:*** It is your responsibility to obtain and complete this form whenever you miss a class. If it is an anticipated absence, complete the form at least a week in advance of the class you expect to miss; if it is an unanticipated absence, you must fill out this form on the first day you return to class. Submit this form via email or in-person to your faculty advisor.

Student Name: [Click here to enter text.](#)

Date Submitted: [Click here to enter a date.](#)

Check one:     Anticipated absence         Unanticipated absence

Date of absence: [Click here to enter a date.](#)

Class/Activity missed:

[Click here to enter text.](#)

Reason for absence:

[Click here to enter text.](#)

How will the missed material(s) be remediated?

[Click here to enter text.](#)

---

Student Signature

---

Date

---

For Course Director Use Only

Excused absence?       Yes     No

Course material missed due to absence (check all that apply):

- Lecture     Exam     Group Assignment     Skills Lab     Quiz  
 Anatomy Lab     Other: \_\_\_\_\_

May the student remediate the missed work?  Yes     No

Plan for remediation (if applicable):

---

Printed Name

---

Signature

---

Date



## PHYSICIAN ASSISTANT STUDIES PROGRAM

### Performance & Technical Standards Agreement

My signature below indicates that I have received a copy of the student handbook. I have read the enclosed policies and procedures of the program and understand my obligation to fulfill all requirements of the program and University in the outlined time frame. I fully understand the information, have had an opportunity to have any questions answered and hereby agree to abide by the information concerning the program policies and procedures contained within these documents, specifically the progression standards, as listed below. I fully recognize that the [PA Program website](#) and the [Graduate Catalog](#) are the definitive places for up to date information about the program. Additionally, I agree to abide by the University's [Student Conduct policies](#).

Progression and continuance in the program are not only based upon academic achievement; it is also based on professional performance and the ability to meet the requirements of the program.

1. Maintain a cumulative GPA of 3.00 or higher to continue and graduate from the program and pass all courses with a grade of C+ or higher.
2. Meet all professional and behavioral criteria, as outlined in the student handbook.
3. Maintain and acknowledge adherence to the technical standards as outlined in this handbook.

It is my responsibility to refer to the Program Evaluation in "[my.chapman.edu](http://my.chapman.edu)" to check which requirements have been met and which requirements I still need to complete, as well as reviewing my cumulative GPA. I understand that I may not shift this responsibility to my faculty advisor, program staff, or the Office of the University of Registrar.

I understand that if I receive a cumulative GPA below 3.00 or a grade of "C+" or lower in any course, I will appear before the SPC. Furthermore, I understand that repeating a course will cause a delay in starting rotations and graduation. Satisfactory completion of all didactic phase PAS courses must be completed before the student can progress into the clinical phase and start clinical rotations.

I, hereby attest that *I am able* to meet all of the technical standards as outlined in the student handbook. I understand that if I am unable to fulfill these technical standards at any time after admission (with or without reasonable accommodation), I *will not* be allowed to progress in the program.

\_\_\_\_\_  
Student Name & ID# (PRINT)      Date

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

\_\_\_\_\_  
PA Program Staff (PRINT)      Date

\_\_\_\_\_  
PA Program Staff Signature



## PHYSICIAN ASSISTANT STUDIES PROGRAM

### Consent for Release of Confidential Health Information

\_\_\_\_\_  
Student Name (PRINT)

\_\_\_\_\_  
Year/Class  
(ex: Class of 2021)

\_\_\_\_\_  
Date

Clinical sites utilized by the PA Program require documents reflecting the medical status of students that will be performing experiential learning activities at those sites. For the PA Program staff and faculty to provide the required information, student permission is needed to permit the PA Program to release the information required to those clinical sites.

I, \_\_\_\_\_, authorize the Chapman University PA Studies Program staff and/or faculty to release my medical status information to the clinical sites where I will be rotating during my time in the program. I understand that information will be sent only to those facilities requiring documentation of my medical status.

\_\_\_\_\_  
Student Name (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness Name (Signature)

\_\_\_\_\_  
Relationship

\_\_\_\_\_  
Witness Name (PRINT)

\_\_\_\_\_  
Date



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**PHYSICIAN ASSISTANT STUDIES PROGRAM**

Student Request for File Access

I, \_\_\_\_\_, hereby request to inspect the contents of my student file in the immediate presence of the program's core faculty member.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

~~~~~  
Appointment for Review:

\_\_\_\_\_  
Date

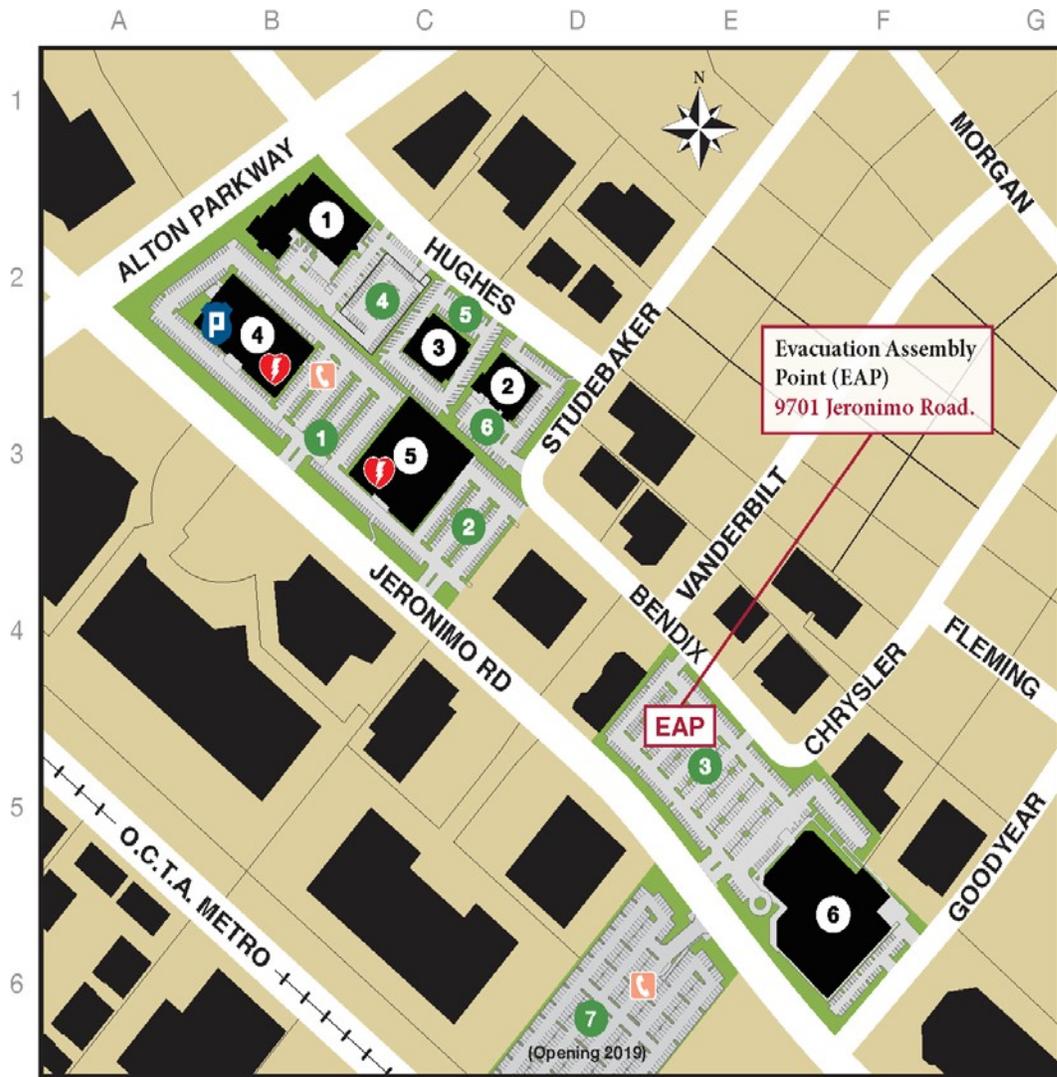
File Inspected:

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

\_\_\_\_\_  
PA Program Faculty or Staff

\_\_\_\_\_  
Date

# RINKER CAMPUS EVACUATION MAP



| Buildings             |       |
|-----------------------|-------|
| ① 14725 Alton Parkway | B - 2 |
| ② 1 Hughes            | D - 3 |
| ③ 3 Hughes            | C - 3 |
| ④ 9401 Reinker        | B - 3 |
| ⑤ 9501 Jeronimo       | C - 3 |
| ⑥ 9701 Jeronimo       | F - 6 |

One University Drive,  
Orange, California 92866  
In Case of Emergency: Call 9-1-1  
Information: (714) 997-6815  
Website: Chapman.edu

| Parking |  |
|---------|--|
| ① B-3   |  |
| ② C-4   |  |
| ③ E-5   |  |
| ④ C-2   |  |
| ⑤ C-2   |  |
| ⑥ D-3   |  |
| ⑦ D-6   |  |

| Schools, Colleges and Administration |                                                                                                                           |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| ⑤                                    | School of Pharmacy, Crean College of Health and Behavioral Sciences, Physical Therapy, Physician Assistant, Learning Lab. |
| ④                                    | Faculty offices, Administration, Student Services, Health Sciences Study Commons, Communication Sciences and Disorders    |

| Map Legend |                                                 |
|------------|-------------------------------------------------|
| <b>EAP</b> | Emergency Assembly Points                       |
|            | Emergency Phone                                 |
|            | Automated Emergency Defibrillator               |
|            | Public Safety Office<br>9401 Jeronimo, Room 110 |

For emergency procedures go to  
<https://www.chapman.edu/emergency/emergency-procedures>

Updated 1-25-2019

Call 911 to report all emergencies, including fires or fire alarms, bomb threats, injuries requiring medical assistance, hazardous materials incidents, suspicious persons or packages, or any other incident requiring rapid response. Provide all information requested, including name, location, nature of the emergency, and your telephone number. Dialing 911 from a Rinker Health Science campus phone does not call the Chapman University Department of Public Safety but will be routed through the local Public Safety Answering Point (PSAP) for emergency response by local authorities. After you have called 911, then please report the incident to Chapman University Public Safety at (714) 997-6763.

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All incidents, whether medical assistance or non-emergency service needs, should be followed up with communication to a faculty, administrator, or building coordinators. The building coordinator for the Rinker Health Science campus is [San White, Director of Administrative Operations](#), located in the Dean's Suite and [Ramona Alonlon, Senior Administrative Assistant](#), located in room 94-256.

#### DEPARTMENT OF PUBLIC SAFETY

The mission of the Chapman University Department of Public Safety is to facilitate a safe environment conducive to learning, working, and personal growth through education, engagement, and the development of community partnerships.

#### EMERGENCY NOTIFICATIONS – Panther Alert

Chapman University uses Panther-Alert to allow campus leaders and security professionals the ability to reach all students, faculty, and staff with time-sensitive information during unforeseen events or Emergencies using voice, email, and text messaging. During critical situations, University officials can use the system to broadcast pertinent information and provide details on the appropriate response. To enroll in the emergency notification system, Panther Alert, provide your current contact information by visiting the [Chapman University Emergency Contact information form](#).

