

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Professional Dress Policy
Corresponding ARC-PA Standard	A3.01 and A3.02
Review Date	8/22
Revision Date	8/22

Accredited Program Year one Orientation Manual -
Professional Dress Policy

The Department of Physician Assistant Studies places a high value on professional appearance. The reasons are rooted in concern for infection control, professional impression, and cultural sensitivity. Professional appearance helps build respect and confidence in patients and fellow healthcare providers.

A. General Standards

1. Personal hygiene
 - Personal hygiene must be maintained. This includes regular bathing, use of deodorants/antiperspirants as necessary, and regular dental/oral hygiene.
2. Make-up
 - Make-up should only be used to enhance a natural look and should not detract from a person's appearance.
3. Hair and Nails
 - Hair should be neat and clean and of natural color. Hair should be styled off the face and out of the eyes. Hair should not distract patients, healthcare workers, or others from patient care. The department strongly recommends that men's hair not pass below the collar of a shirt or lab coat. Beards and mustaches must be neatly trimmed.
 - Fingernails should be clean and of short length. Only clear nail polish is appropriate. Artificial nails/acrylic tips must not be worn since they can harbor microorganisms.
4. Clothing
 - Avoid dress or attire that could be potentially offensive or distracting to the public, preceptors, patients, and/or fellow health care providers or faculty.
 - Clothing must be clean, well-fitting, and in good repair.
5. Headgear and Sunglasses
 - Headgear may not be worn in the building including hats, caps, and bandanas (as per Rangos School of Health Sciences).
 - Sunglasses are to be worn indoors only if prescribed by a health care provider.
6. Fragrances
 - Avoid strong fragrances: perfumes or cologne. Be aware that many people are sensitive to fragrances which may cause allergies or headaches.

B. Lab Attire

In addition to the general guidelines listed above, the following will apply for laboratory sessions in order to allow adequate exposure for inspection, examination and clinical procedures.

1. Clothing

- Women should wear sports bras and gym shorts.
- Men should wear gym shorts.
- Point deductions for the violation of this policy are detailed on individual course syllabi.

C. Professional, Clinical and Competency Attire

In addition to the general guidelines, the following will apply:

1. Attire
 - Lab coats must be worn unless instructed otherwise by the preceptor.
 - Lab coats must be clean, ironed, and fit properly.
 - Lab coats must be short jackets (long jackets are usually worn by attending and resident physicians and graduate physician assistants).
2. Identification
 - Name tags must be worn at all clinical education sites during simulated patient interactions and may also be required for some guest lecture sessions.
3. Clothing and Shoes
 - Conservative, non-revealing clothing is expected.
 - No clothing which reveals midriffs, back, or buttocks is acceptable outside of lab sessions when such exposure is necessary.
 - No plunging necklines, tank tops, halters, or midriff tops.
 - Pants must be worn no lower than the hips, and NO undergarments should be exposed.
 - Women should wear clean, ironed slacks or a skirt with a blouse and/or sweater. Skirts should be medium length (No more than 2 inches above the knee).
 - Men should wear clean, ironed slacks, a dress shirt, and a necktie.
 - Ties need to have a tie clasp or be tucked in during competencies/procedures.
 - You are to avoid dress or attire that could be potentially offensive to the public, patients and/or faculty.
 - No shorts.
 - No tee shirts.
 - No Sandals or open-toed shoes as per Occupational and Safety Health Administration (OSHA) regulations.
4. Jewelry, Piercing and Tattoos
 - No visible body piercing other than earrings for women (this includes facial and tongue piercings). Students may not wear more than 2 earrings per ear, in the lobe only.
 - Keep jewelry to a minimum, and remove when performing procedures.
 - No visible tattoos.

Personal objections by the student to this dress policy will NOT be considered. The Department recognizes that these statements utilize language which is, in some cases, imprecise and that the formulation of this policy is predicated on cultural norms. Nevertheless, students violating these provisions may be excluded from the activity, and may be subject to further action if recurrent violations occur.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Attendance Policy
Corresponding ARC-PA Standard	A3.01
Review Date	8/22
Revision Date	8/22

Accredited Program Year one Orientation Manual -

Attendance Policies

1. Attendance in the didactic, laboratory, and clinical education courses is an essential part of the professional phase and is a strong determinant in earning grades. Therefore, students are expected to be punctual and prepared for all courses. In addition, attendance at other relevant learning activities is required as students in a professional program. Due to special events, clinical education, and other learning opportunities, students' schedules may vary weekly. A draft of the schedule will be given to students during registration periods. However, the department will distribute the final version of the class schedules during the accredited phase. Students must avoid scheduling other activities, work, or appointments between 8:00 a.m. and 5:00 p.m., Monday through Friday, including summers. Some courses or clinical hours may be required on Saturdays, although that is rare, and students will be given those dates well in advance.
2. Students who wish to undertake a leave of absence or course withdrawal from the accredited phase must submit this request in writing to the Department Chair. Because of the sequential nature of the courses in the professional phase, a one-year or more delay in re-entering the program may result. Therefore, students who wish to return after a leave of absence or course withdrawal must make their request in writing and fulfill specific requirements as outlined by the Department Chair.
3. Students who have an extended leave for any reason lasting 12 or more months must take a reinstatement examination created by the principal faculty. To be reinstated, students must pass the exam with a 71% or higher.
4. Students with extended leave lasting over 12 months must reapply via the Office of Admissions.
5. Students must attend all lecture and laboratory sessions and Transition Days. Transition days are when clinical year students transition from one clinical rotation to the next. Clinical year students present oral cases during Transition days, and students in the didactic phase benefit from hearing these oral cases. The Transition days for the Fall 2022 semester are September 2nd, October 14th, and December 2nd. The Spring 2023 semester dates are February 3rd, March 17th, and April 28th, and the Summer 2023 semester dates are June 19th and July 28th. In addition, students are to attend other designated events assigned to each class unless given specific permission to be absent. Please put these dates in your calendar(s), as your attendance is required. One such event is the 2-day Substance Use Disorder Student Symposium held every January. This collaborative event is held in conjunction with the Schools of Pharmacy and Health Sciences.
6. All official University designated holidays/breaks can be on the official University website. The Department of Physician Assistant Studies will not rearrange class/exam schedules to

extend any holidays or breaks. Students must NOT plan early departure on trips for these breaks, and must ensure return to campus before classes resume.

7. If a student is unable to attend class due to illness or emergency, the student must notify the instructor prior to class and, upon return, complete an *Absent from Class* form (available from the administrative assistant in the department). Failure to notify the instructor of absence within two days is considered unprofessional behavior and will result in Red Flag documentation in the student's file.
8. If a student will be absent from class due to a planned circumstance, an *Absent from Class* form must be submitted to the Department Chair for approval before the anticipated absence. In addition, a signed Physician excuse will be required for a planned doctor appointment and in the event of a medical illness that extends beyond two days. Failure to promptly submit these documents within one week will result in a "Red Flag."
9. Students must submit a "Change in Health Status" form whenever an illness/injury/medical condition develops that either prohibits the student from attending class/lab or limits participation in class, labs, or required Departmental activities. An updated form must be submitted whenever a change in status occurs, such as a return to full participation. (See page 62)
10. Students must arrive at all educational and clinical sessions with the necessary lab instruments, texts, attire, and other materials as designated by the instructor or may otherwise be excluded from participation in the activity. Such exclusion may result in the student receiving zero credit for the given activity or evaluation.
11. Students must attend special educational or other sessions outside of regular class time. Advance notice will be provided when possible. Such sessions may include but are not limited to patient encounters, subject-specific reviews, Transition days, clinical encounters, inter-professional educational seminars, Grand Rounds, Department meetings, etc. Additionally, in rare instances, class times may need rescheduled to accommodate guest lecturers or laboratory availability.
12. Attending professional conferences while a student is considered a privilege. The Department of Physician Assistant Studies will consider requests to attend the Pennsylvania Society of Physician Assistants (PSPA) and the American Academy of Physician Assistant (AAPA) meetings; however, approval is not guaranteed, given the Department's attendance policy. It is not advisable to miss class days; however, the Department of Physician Assistant Studies recognizes the meaningful learning opportunities at conferences. When considering individual requests, the Department of Physician Assistant Studies will review the attendance record and current academic standing, and permission will be granted or denied on an individual basis. Students who have received a Red Flag during the accredited phase of the program may not be the best representatives of the Department, and such requests are usually denied.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Social Media Policy
Corresponding ARC-PA Standard	A3.01
Review Date	8/22
Revision Date	8/22

Accredited Program Year One Orientation Manual-

Social Media Policy:

- Physician assistant students are prohibited from posting **any** material on social media which could potentially violate patient confidentiality or affect the integrity of Duquesne University, supervised clinical sites used and other healthcare providers or staff members at/or affiliated with those organizations. Prohibited posting are to include, but are not limited to; patient name, protected patient health information (including physical and mental health, location of care, form of payments, specific details to interaction with the patient or any information that could potentially lead to the identification of the patient even if a name was not provided) and derogatory statements towards staff members, healthcare providers or specific healthcare facilities. Social media includes, but is not limited to; Facebook, Twitter, Instagram, Snapchat, TikTok, blogs, podcasts, video sharing and online discussion forums. Any students in violation of this policy are subject to disciplinary action by Duquesne University which will include failure of that specific clinical rotation and any additional actions that seem appropriate based upon approval by the Dean, department Chair and other faculty members. (Please see American Medical Association article of support found on page 67).
- Removal of an individual’s name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, type of treatment, or medical photograph may still allow the reader to recognize the identity of a specific individual.
- Professionalism – It is recommended to maintain a professional presence online. Be conscious of what you post, as you will leave a long-lasting impression on many audiences. Do not post, link or “like” anything that you would not want friends, peers, parents, teachers, or future employers to access. What you present online represents who you are. Unprofessional behavior includes, but is not limited to, the following: the use of vulgar language, text or photographs that imply disrespect to other individuals, and photographs of yourself or others that may condone irresponsible use of alcohol, substance abuse or sexual promiscuity.
- Students are reminded that social media reaches audiences far beyond the University community and they must use these sites responsibly and be accountable for their actions. If a student sees anything of concern on a fellow student’s social networking page or account, they should immediately contact their faculty advisor or department chair.
- You are advised that no privatization measure is perfect and that undesignated persons may still gain access to your site. Future employers often review networking sites when considering potential candidates for employment. You are also encouraged to keep your password secure. If someone tampers with your account, you could still be held

accountable. Therefore, think carefully before you post any information on a website or application. Always be respectful and professional in your actions.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Academic Policies
Corresponding ARC-PA Standard	A3.01
Review Date	8/22
Revision Date	8/22

Accredited Program Year one Orientation Manual -

Academic Policies

1. Performance in all didactic courses, except Clinical Encounters, will be rated by one of the following letter grades: A=91-100%, A=90-90.99%, B+=88-89.99%, B=81-87.99%, B-=80-80.99%, C+=78-79.99%, C=70-77.99% D=60-69.99%, F < 60%. Clinical Encounters are graded on a Pass/Non-Pass basis.
2. Performance on clinical rotations is rated on an Honors/Pass/Non-Pass (H/P/N) basis.
3. Students are responsible for monitoring their own academic and clinical progress. If issues related to academic difficulty or extenuating circumstances are identified, the student is responsible for contacting their course instructor/clinical coordinator, Department Chair, departmental faculty advisor and/or school academic advisor. Students may be provided with a remediation plan and/or recommendation to access tutoring services through the Office of the Dean. Other resources may be available through the Writing Skills Center, Michael P. Weber Learning Skills Center, and the Office of Freshman Development and Special Student Services. If personal issues should arise that could potentially affect academic performance, students should advise Department Chair and academic advisor as soon as possible so that the appropriate referrals can be made
4. The faculty in the Department of Physician Assistant Studies are required to promptly identify students' deficiencies in knowledge and/or skills. If a student fails an exam or competency testing, the faculty member will inform the student within 72 hours. Students **must** meet with the course instructor to discuss the areas of deficiency and to develop a remedial plan which may involve the use of supplemental resources. Together, the faculty member and student will further discuss strategies to help the student prepare for future examinations/competency testing. The effectiveness of the remedial plan may be assessed differently in each course, and students should refer to individual course syllabi for additional information. The effectiveness of the remedial plan is documented by the faculty member responsible for the course. Please refer to the remediation policy on each instructor's course syllabus.
5. To remain in good academic standing, all students must maintain a minimum semester/term QPA of 3.0, receive a "C" or better in all letter-graded courses, and receive a "P or H" in all Honors/Pass/Non-Passing courses. While a "D" is considered an acceptable passing grade according to general University policy, it is not acceptable in the RSHS for any accredited phase course.
6. Any student who fails to achieve the required 3.0 semester/term QPA will be placed on academic probation for the following semesters Students who are placed on academic probation must sign an acknowledgment of probationary status and meet with their faculty advisor within the first two weeks after notification of probationary status. This meeting will provide an opportunity to identify areas of academic deficiencies, develop strategies for the upcoming semester and identify resources

that can support the student to ensure successful progression through the program.

7. Any student who has been placed on academic probation in the accredited phase and subsequently fails to achieve the required 3.0 semester/term QPA during any future semester/term will be subject to academic dismissal from the RSHS.
8. No extra credit is available during the Department's didactic or clinical courses.
9. No grades will be rounded up during the Department's didactic or clinical courses.
10. Completion of the accredited phase of the program must be done in four (4) years. If a student has been granted a leave of absence for more than twelve (12) months, he/she must apply for readmission via the Office of Admissions and pass a reinstatement examination administered by Departmental faculty.
11. When submitting an electronic assignment, students must ensure that they send/upload the correct version of the assignment. Assignments submitted after the due date are subject to point deductions as described on individual course syllabi. Students will not be exempt from point deductions because they uploaded or submitted the incorrect electronic file, so be sure to confirm the submission of the correct document.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Testing Policy
Corresponding ARC-PA Standard	A3.01
Review Date	8/22
Revision Date	8/22

Accredited Program Year one Orientation Manual -

Testing Policies

Online Testing:

1. Students are responsible for ensuring their computers are charged and functioning appropriately in order to take exams and submit class assignments successfully.
2. Students will be required to “test” the Respondus application within 24 hours of an online examination as directed by the course instructor. The purpose of this “test” is to identify any issues promptly and to get them resolved in advance of the exam.
3. Students will not have examinations re-opened if they fail to prepare appropriately and take the precautions outlined above.
4. If suspicious behavior during remote online testing is identified, the faculty member will promptly review the recording and notify the student if he/she has questions or needs information from the student. If a student is contacted by a faculty member for this purpose, he/she must respond within 24 hours.
5. Students must come prepared with necessary exam-related materials such as a laptop/computer, pencils, calculators, etc. No one will be allowed to retrieve materials from their book bags during testing sessions.
6. During test taking, cell phones must be silenced and kept with book bags in the front of the room.
7. Students are not permitted to have wearable electronic devices during examinations.
8. **No questions will be answered during the exams.** Asking faculty or proctors questions during exams is disruptive to fellow students. During the test, if any concerns about a specific test question should arise, students are instructed to document their concerns on the back of the answersheet.
9. All test answers must be legible and easily interpretable or will otherwise be marked as incorrect. For computerized answer sheets, only the answer recorded on the computerized sheet will be considered when determining the exam score. Be sure to review your answer sheet carefully before submitting it for scoring.
10. Students may contest questions in writing by providing a reference from the required text and/or course notes to support their position. Contested questions must be submitted within two weeks from the date of the exam review session. For final examinations, the deadline is extended to the end of the first week of classes of the next semester. If a course exam occurs within two weeks of the final

exam period, students should contact the respective course instructor to arrange review of the course exam. No prior exams will be reviewed in the Department during final exam week.

11. Testing is scheduled by the faculty. Rescheduling may occur, but only when absolutely necessary due to extenuating circumstances.
12. The Department of Physician Assistant Studies may assign seating for testing sessions.
13. Departmental policies regarding missed examinations and competencies are as follows:
 - a. **Missed Examinations** – Students will be notified of the dates of all examinations via the course syllabus at the beginning of every semester. Make-up examinations will be administered in the case of an emergency (excused absence) or in non-emergency situations (unexcused absences). All make-up examinations, excused and unexcused, may be administered in the essay, written, or oral form. The course instructor will schedule the make-up examination. Make-up examinations for excused absences will be administered for full credit. Make-up examinations for unexcused absences will be administered for a maximum score of 80%.
 - b. **Missed Competency Testing** – Students will be notified of the dates of all competency evaluations via the course syllabus at the beginning of every semester. Make-up competencies will be administered in the case of an emergency (excused absence) or in non-emergency situations (unexcused absences). The course instructor will schedule the make-up competency testing. Make-up competencies for excused absences will be administered for full credit. Make-up competencies for an unexcused absence will be administered for a maximum score of 80%. If more than one competency is missed during a given semester (either excused or unexcused), the second competency will be administered in order to determine student performance; however, in most cases, no credit (0%) will be awarded for that competency. If a make-up competency is scheduled, the student may be required to recruit a fellow student to serve as the patient.
 - c. **Missed Retest of Competency** - When a student receives a non-pass on competency testing, the student will be required to remediate and retest the competency. Once the faculty member and student have reviewed the deficiencies of the skills, the faculty member will develop a remediation plan. Once the student has successfully remediated the information/ skills, repeat testing will be scheduled by the faculty member. The student will be notified via a read-receipt email of the date and time of the retest. If the student misses the retest without prior written notification to the instructor of the course, the student's grade in Blackboard will be an "I" (incomplete) until that remediation; after the remediation, the student's grade is a "0". The student is still required to do the retest even though their final grade is a "0".
14. Students are **not** permitted to bring any food or drinks into testing sessions.
15. No hats may be worn during examinations.
16. Faculty has the right to request students to remove outerwear during examinations.
17. Students are **not** permitted to sit for final exams if they have outstanding course and remedial work that have not been completed before the end of the semester.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Behavioral/Professionalism Policies
Corresponding ARC-PA Standard	A3.01
Review Date	8/22
Revision Date	8/22

Accredited Program Year one Orientation Manual -

Students need to demonstrate competency in technical skills as observed and evaluated throughout the didactic year. These skills are evaluated by means of examinations and competencies. Students also need to demonstrate social and behavioral skills. These skills are continuously evaluated and documented by means of the “Behavioral and Professional Evaluation” process.

Behavioral and Professional Evaluation process:

- Once during each year of the accredited phase, faculty will meet as a group and assess each student’s professional behavior as outlined by the attached form. This allows for group assessment of student behavior and for documenting the strengths and weaknesses of each student.
- Students are provided the opportunity to complete a self-assessment prior to meeting with their advisor.
- Faculty will meet privately with each student advisee to provide feedback on faculty and self-assessments.
- If there are any areas of concern, the faculty member and the student collectively address ways of improving those areas.
- If there are any problem areas identified, the student may be required to meet with both the advisor and the Academic Coordinator or Department Chair to discuss specific steps for improvement. Such steps may include, but are not limited to, referral to appropriate resources, development of a contract regarding behavioral modification, ongoing advisory meetings, and other means of assisting the student in improving problem areas.
- The form is reviewed with the student, signed and dated by both the faculty member and the student, and filed in the student’s record. By the end of the didactic phase, the student will have had two “Behavioral and Professional” evaluations.

Faculty are here to help students succeed. Personal feedback and support are key elements in helping students to recognize areas of strength and of weaknesses. Technical skills must be integrated with interpersonal professional behavior for students to succeed as physician assistants.

All students are encouraged to use constructive criticism for professional development and to demonstrate maturity.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Academic Integrity Policy
Corresponding ARC-PA Standard	A3.01
Review Date	8/22
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Accredited Program Year one Orientation Manual -

As an essential element of Duquesne University's mission to educate the mind, heart, and spirit, members of the University dedicate themselves to upholding the highest moral and ethical principles. Since the quest for truth and understanding must be conducted in an honest manner, upholding Academic Integrity is a responsibility and obligation of all members of the University community, including faculty, administration, staff, and students. Students are responsible for maintaining Academic Integrity throughout class assignments, examinations, and all other requirements related to their courses of study.

Individuals who seek or receive credit for intellectual work that is not their own violate Academic Integrity, as do individuals who falsify or ignore data to reach a predetermined conclusion or who destroy or contaminate another person's data or intellectual property. Violations of Academic Integrity may include, but are not limited to, the following:

Cheating

- Cheating on quizzes, tests, examinations, or projects may include giving, receiving, or using unauthorized assistance or material. (Unauthorized material may include but is not limited to, notes or other written documents, unauthorized calculators and/or formulas, computer programs, software, data, or text).
- In other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes.
- Cheating may include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments such as writing papers, preparing reports, developing course projects, or solving problems.
- Cheating may also include student acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.
- Cheating may also take the form of falsifying reports on patients or patient encounters.

Plagiarism

- Plagiarism in papers or other written, electronic, or oral work (including essays, research papers, theses, dissertations, presentations, class projects, or work for publication) may include, but is not limited to, student use, whether by summary, paraphrase, copying, direct quotation, or a combination of the published or unpublished work or specific ideas of another person or source without full and clear acknowledgment (including the use of quotation marks to indicate the source's specific language).
- Plagiarism may include submitting material from sources accessed through the Internet, by other means, or from other individuals, without proper attribution.
- Plagiarism may include the submission of a paper prepared in whole or in part by another person or agency engaged in providing or selling term papers or other academic materials.

Deceit in academic matters

- Deceit may include, but is not limited to, furnishing false information regarding academic matters to any University instructor, official, or office with intent to deceive.

Misuse of documents

- Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized).
- Misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.

Prompting

Several courses with the accredited phase require assessment of kinesthetic skills. Students are often required to serve as "patients" for classmates. When students serve as patients, they **MUST** not prompt or otherwise help the student being evaluated. The department considers such behavior as cheating. The individual faculty member serving as an evaluator has the obligation to watch for prompting during each testing session. If the individual faculty member observes cheating in the form of prompting of students during competency testing, the faculty member will acknowledge the behavior and report it to the course instructor. Point deductions will be dependent on the severity of the infraction and may lead to additional disciplinary actions

Assistance in the violation of Academic Integrity

- Assistance may include, but is not limited to, knowingly facilitate intellectual dishonesty by another person or persons.
- Violations of Academic Integrity—whether or not they are the **result of a deliberate intent to deceive**--are subject to academic sanctions, including (but not limited to) oral and/or written reprimand; lowered grade or failure on an assignment; lowered course grade; failure of a course; suspension or dismissal from a class; suspension or dismissal from the Department, School or the University; and/or revocation of a degree.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Chemical Substance Screening Policy
Corresponding ARC-PA Standard	
Review Date	8/22
Revision Date	8/22

Accredited Program Year one Orientation Manual -

The John G. Rangos Sr. School of Health Sciences strives to promote a safe, healthy, and productive learning and working environment free from the influences of drugs and alcohol for students, faculty, patients, institutional staff and property in the programs of Duquesne University. Criminal behavior related to alcohol or other substances (legal or illegal substances) will be cause for a student to be excluded from clinical training and may result in dismissal from the academic program, and/or may negatively impact eligibility for licensure and/or certification. Any student who has a positive result on an alcohol or drug test that cannot be explained by legally prescribed medications will be subject to disciplinary sanction as detailed below.

Pre-Clinical

- Students in the John G. Rangos Sr., School of Health Sciences may be required to take a drug test if mandated by departmental policy or by a clinical training site during their education. Students should refer to their department-specific guidelines regarding drug test requirements.

Clinical

- Clinical sites may require additional drug and/or alcohol testing, with or without prior notification, based on facility policies and/or reasonable suspicion. Failure to meet the requirements or comply with the policies of the clinical site will result in immediate failure of that clinical education experience, even if it hasn't commenced yet, and will delay continued progress in the academic program.

For Cause

- A department may require a student to submit to drug and/or alcohol testing “for cause”, based upon a reasonable suspicion of the unauthorized use or abuse of alcohol or drugs. Reasonable suspicion may be based upon, but is not limited to, the following:
 - a. direct observation of unauthorized use or possession of drugs;
 - b. a pattern of abnormal or erratic behavior consistent with illicit use or abuse of alcohol or drugs;
 - c. observation of physical symptoms indicative of illicit use or abuse of drugs or alcohol; or
 - d. arrest or conviction for a drug or alcohol-related offense.
- Any student who refuses to consent to a “for cause” alcohol and/or drug test or fails to provide an adequate specimen may be subject to discipline up to and including dismissal. All costs associated with drug & alcohol testing are the responsibility of the student unless specifically stated otherwise by the party requesting the drug & alcohol testing.

Disciplinary Actions

- Any student who has a positive result on an alcohol and/or drug test that cannot be explained by legitimate use of a prescribed medication will be subject to disciplinary sanction. In the event that a student is notified by the vendor directly of a positive result on an alcohol and/or drug test, the student must immediately notify their department's Clinical Coordinator, who will notify the Department Chair and Dean of the School of Health Sciences. Any student with a positive alcohol or drug test has the right to appeal the results with the vendor and/or authorized laboratory completing the test. The student must notify their department's Clinical Coordinator, in writing and within 72 hours of notification of a positive test result, if and when an appeal will be initiated. The student will be notified if s/he can or cannot be placed in a clinical facility during their appeal. If the positive test results cause a delay in beginning a clinical placement, the department will determine if and when a make-up opportunity will be granted. A positive alcohol and/or drug test, or falsification or omission of this information, may result in any of the following:
 - a. inability to be placed for clinical education;
 - b. delay in clinical placement(s);
 - c. dismissal from clinical education;
 - d. inability to obtain professional licensure/certification (it is the student's responsibility to seek this information directly from the licensing and/or certifying body);
 - e. legal ramifications;
 - f. inability to matriculate or continue within the RSHS program;
 - g. inability to meet requirements for graduation from the program of study; and/or
 - h. requirements to complete a behavior modification plan, such as drug and alcohol counseling or rehabilitation and repeated drug and/or alcohol testing and monitoring.
- Drug tests that come back indicating the specimen was "diluted" will be invalid. The student will need to pay for and submit to another drug test.

POSITIVE RESULTS DUE TO AUTHORIZED/PRESCRIBED SUBSTANCE USE

- Any student who tests positive for a drug or controlled substance that has been prescribed by a health care provider must provide documentation that it was prescribed and obtained legally and legitimately. In this case, the student must also ask the testing laboratory to issue a report indicating whether the original results were within the anticipated range for the prescribed medication dose. The laboratory may need to retest the original specimen. The student is responsible for any costs associated with this further reporting and/or testing.

REFUSAL TO CONSENT TO TESTING

- Any student who refuses to consent to a "for cause" alcohol or drug test or fails to provide an adequate specimen may be subject to discipline up to and including dismissal.

SUPPORT/RESOURCES

- If a student is aware that he or she is impaired by alcohol and/or substance abuse, he or she has the responsibility to seek assistance for diagnosis and treatment. On campus assistance can be obtained through DU CARES, University Counseling and Wellbeing Office, and/or the Office of Health Service.

DU CARES
Contact Information
Coordinator
412.396.5834

Health Services
2nd Floor, Student Union
duhealth@duq.edu
412.396.1650

Psychology Clinic
227 Rockwell Hall
dupsychclinic@duq.edu
412.396.6562

University Counseling and Wellbeing Office
636 Fisher Hall
Monday through Friday; 8:30 a.m. to 4:30 p.m.
412.396.6204

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Policies of the clinical rotation site may supercede policies of the PA department
Corresponding ARC-PA Standard	A3.02
Review Date	8/22
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Supervised Clinical Practice Policies and Procedures –

GENERAL INFORMATION AND EXPECTATIONS

1. Policies of the clinical rotation may supersede policies of the PA Department.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Students must not be required to provide or solicit clinical sites or preceptors. The program must coordinated clinical sites and preceptors for program required rotations
Corresponding ARC-PA Standard	A3.02, A3.03
Review Date	8/22
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Supervised Clinical Practice Policies and Procedures -

GENERAL INFORMATION AND EXPECTATIONS

1. Policies of the clinical rotation may supersede policies of the PA Department.
2. Students *must* not be required to provide or solicit clinical sites or *preceptors*. The program must coordinate clinical sites and *preceptors* for program *required rotations*.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Students must not substitute for clinical or administrative staff during supervised clinical practical experiences.
Corresponding ARC-PA Standard	A3.04, A3.05
Review Date	8/22
Revision Date	8/22

Supervised Clinical Practice Policies and Procedures –

GENERAL INFORMATION AND EXPECTATIONS

1. Students *must* not substitute for clinical or administrative staff during *supervised clinical practical experiences*.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	All students will always identify themselves as physician assistant students from Duquesne University and wear either the identification badge provided by the clinical rotation or the program issued identification pin and waist-length white lab coat with the Duquesne patch in all patient care environments/settings
Corresponding ARC-PA Standard	A3.06
Review Date	8/22
Revision Date	8/22

Supervised Clinical Practice Policies and Procedures -

**DUQUESNE UNIVERSITY DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES
EXPECTATIONS**

1. Always identify themselves as physician assistant students from Duquesne University and wear either the identification badge provided by the clinical rotation site or the program issued identification pin and waist-length white lab coat with the Duquesne Patch in all patient care environments/settings.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	All RSHS students must comply with the pre-clinical health requirements established by the Centers for Disease Control (CDC) and Duquesne University Health Services. However, RSHS students may be asked to provide documentation indicating ongoing health status (e.g., current PPD test) and to complete additional health requirements. All students will be required to submit documentation of a negative two-step PPD exam prior to the start of the professional/accredited phase. Some clinical sites require drug screening tests prior to students being placed in that facility for a clinical experience. Students assigned to one of these clinical sites will be required to take appropriate drug screening test, and all costs incurred will be the responsibility of the student. Results of drug screening test should be uploaded to the specific department housing agency or sent to the Office of the Dean in a confidential envelope, depending on specific department protocol. Positive drug tests will affect a student's standing in the academic program.
Corresponding ARC-PA Standard	A3.07
Review Date	8/22
Revision Date	8/22

RSHS Academic Student Handbook -

CLINICAL EDUCATION

Pre-Clinical Health Requirements All RSHS students must comply with the pre-clinical health requirements established by the Centers for Disease Control and Prevention (CDC) and Duquesne University Health Services. However, RSHS students may be asked to provide documentation indicating ongoing health status (e.g., current PPD test) and to complete additional health requirements. All students will be required to submit documentation of a negative two-step PPD exam or the IGRA blood testing prior to the start of the professional/accredited phase. Some clinical sites require drug screening tests prior to students being placed in that facility for a clinical experience. Students assigned to one of these clinical sites will be required to take appropriate drug screening tests, and all costs incurred will be the responsibility of the student. Results of drug screening tests should be uploaded to the specific department housing agency or sent to the Office of the Dean in a confidential envelope, depending on specific department protocol. Positive drug tests will affect a student's standing in the academic program.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	All health-related accidents or incidents occurring in the clinical setting or in campus classrooms/labs involving a student, regardless of severity, are to be reported to the site supervisor or instructor immediately. The Department Chair must also be immediately notified. The instructor/supervisor/student must complete the Student Health Accident/Incident Report Form within 24 hours of the event. Once the form is submitted, a copy is sent back to the instructor/supervisor/student. The instructor/supervisor/student is responsible for forwarding returned from to the Department Chair.
Corresponding ARC-PA Standard	A3.08
Review Date	8/22
Revision Date	8/22

UNIVERSITY MISSION AND POLICIES:

Student Health Accident/Incident Report All health-related accidents or incidents occurring in the clinical setting or in campus classrooms/labs involving a student, regardless of severity, are to be reported to the site supervisor or instructor immediately. The Department Chair must also be immediately notified. The instructor/supervisor/student must complete the Student Health Accident/Incident Report Form within 24 hours of the event. Once the form is submitted, a copy is sent back to the instructor/supervisor/student. The instructor/supervisor/student is responsible for forwarding returned form to the Department Chair

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Program faculty and Medical Director cannot provide health care
Corresponding ARC-PA Standard	A3.09
Review Date	8/22
Revision Date	8/22

Accredited Program Year One Orientation Manual=

Academic Policies

General Information:

The Program faculty and Medical Director cannot provide health care, except in an emergency situation.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Timely access and referral to student services
Corresponding ARC-PA Standard	A3.10
Review Date	8/22
Revision Date	8/22

Accredited Program Year One Orientation Manual –

Academic Policies

Students are responsible for monitoring their own academic and clinical progress. If issues related to academic difficulty or extenuating circumstances are identified, the student is responsible for contacting their course instructor/clinical coordinator, Department Chair, departmental faculty advisor and/or school academic advisor. Students may be provided with a remediation plan and/or recommendations to access tutoring services through the Office of the Dean. Other resources may be available through the Writing Skills Center, Michael P. Weber Learning Skills Center, and the Office of Freshman Development and Special Student Services. If personal issues should arise that could potentially affect academic performance, students should advise Department Chair and academic advisor as soon as possible so that the appropriate referrals can be made

RSHS Academic Student Handbook –

Student Services & Organizations

Academic Advisement

Students are assigned to an academic advisor in the Office of the Dean once they are admitted into a program. Students may also be assigned to a faculty advisor by their department. Academic and faculty advisors welcome contact with students and encourage them to seek assistance whenever necessary. They prefer to see students by appointment to ensure that proper time can be spent in addressing their concerns. During registration periods, in particular, appointments are generally required. Advisors are, however, willing to meet students without appointments when necessary.

Role of Academic Advisor

Duquesne University believes in providing comprehensive student advisement. All students are assigned to an academic advisor who will work with them throughout their career at the University. The advisor, located in the RSHS Dean's Office, acts as an ombudsman for the student in his/her interaction with all officials throughout the University.

Academic advisors are trained to assist students in developing and maintaining academic schedules, securing financial aid, and interacting with professionals in other fields who will assist them in their social, psychological and spiritual development. To help maximize their success and satisfaction with University life, students are encouraged to meet with their advisor regularly. While knowledgeable in specific academic disciplines, academic advisors are not trained to provide profession-specific guidance to students.

Students are advised through the Office of the Dean, located on the third floor of the Health Sciences Building; the advisor for Biomedical Engineering students is located on the 3rd floor of Libermann Hall. Academic advisors will be assigned to students according to major at the point of entry to the RSHS, and

students will generally continue to work with the same advisor through graduation. If students change majors, their academic advisor will change.

Role of Faculty Advisor Students will receive professional guidance through their assigned faculty advisor. Faculty advisors are experts in their specific professional disciplines and are helpful resources for the students enrolled in specific academic majors. Students should avail themselves of their faculty's expertise and professional position at any time, while also respecting faculty schedules. If a student has a pressing problem at any time, that student should feel free to approach any faculty member or administrator within the department or the RSHS.

For students enrolled in the professional/accredited phase, the faculty advisor serves as a resource in the student's field of study and works with the students to identify and address course difficulties, explore professional issues and ensure satisfactory progress in both didactic and clinical course work.

UNIVERSITY STUDENT SERVICES:

Following are links to University student service offices that support the success, well-being, and overall student experience:

Spiritan Campus Ministry

Campus Safety Center for Career Development

Commuter Affairs

Office of Disability Services Center for Excellence in Diversity and Student Inclusion

Duquesne University CARES (Alcohol and Drug Awareness)

Freshman Development

Gumberg Library

Health Services

International Students

Michael P. Weber Learning Skills Center

Parking and Traffic Management

Residence Life

Student Life

Study Abroad

University Counseling & Wellbeing Center

Writing Center

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Required academic standards
Corresponding ARC-PA Standard	A3.15a
Review Date	8/22
Revision Date	8/22

Accredited Program Year One Orientation Manual –

Academic Policies

1. To remain in good academic standing, all students must maintain a minimum semester/term QPA of 3.0, must receive a "C" or better in all letter-graded courses, and must receive a "P or H" in all Honors/Pass/Non-Passing courses. While a "D" is considered an acceptable passing grade according to general University policy, it is not acceptable in the RSHS for any accredited phase course.

2. Any student who fails to achieve the required 3.0 semester/term QPA will be placed on academic probation for the following semesters. Students who are placed on academic probation must sign an acknowledgement of probationary status and meet with their faculty advisor within the first two weeks after notification of probationary status. This meeting will provide an opportunity to identify areas of academic deficiencies, develop strategies for the upcoming semester and identify resources that can support the student to ensure successful progression through the program.

3. Any student who has been placed on academic probation in the accredited phase and subsequently fails to achieve the required 3.0 semester/term QPA during any future semester/term will be subject to academic dismissal from the RSHS.

RSHS Academic Student Handbook –

Professional/Accredited Phase Academic Policy

Students who fail to meet the professional/accredited phase standards delineated earlier will be placed on professional/accredited phase academic probation one time during the professional/accredited phase. A second violation of professional/accredited academic standing will result in a student's permanent dismissal. If a student completes the professional/accredited phase with no further academic difficulties and meets the minimum academic standards to graduate, the student will earn his/her professional degree. Students who do not meet the professional degree standards, but who have a minimum of 120 credits and an overall GPA of 2.75 will graduate with a Bachelor of Science in Health Sciences degree and will be dismissed from the remainder of the professional/accredited phase of their programs. NOTE: A professional/accredited phase student who fails a required course or clinical education course during his/her education, regardless of overall and/or professional GPA, will be placed on academic probation and be required to repeat the course with a "C" grade or higher or a Pass/Honor grade for a clinical course. This situation may require the student to drop back a minimum of one year/level or adjust his/her clinical education sequence, because a student cannot progress in the professional/accredited phase without successful completion of all required coursework and clinical education experiences in curricular sequence. Permission to drop back is based on space availability in the lower class level.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Requirements for progression and completion
Corresponding ARC-PA Standard	A3.15b
Review Date	8/22
Revision Date	8/22

RSHS Academic Student Handbook –

Physician Assistant Studies

Final approval for entrance into the accredited phase is predicated on satisfactory completion of all academic and program requirements. Students who do not meet the academic or program requirements set forth by the Department of Physician Assistant Studies will be delayed entrance into the accredited phase or will be dismissed.

The academic and program requirements for entry into the accredited phase are as follows:

1. Successful completion of all required RSHS pre-professional course work with a ‘C’ or better and a minimum cumulative 3.0 GPA for the required pre-professional course work; and a 3.0 GPA in the following prerequisite courses: Biology I & II with labs, Chemistry I & II with labs, Physics I and lab, Microbiology with lab, Anatomy I & II, Physiology I & II, and Histology. For any prerequisite courses completed at another college or university, the grade earned at the other institution will be used in the calculation of the prerequisite GPA.
2. Shadowing a physician or physician assistant is strongly recommended prior to starting the accredited phase. These experiences will serve as examples of the various clinical roles and responsibilities assumed by physician assistants and the many practice settings available upon graduation.
3. Depending on the various clinical sites where a student will be assigned, he/she will be required to comply with Pennsylvania Act 33/151 Child Abuse History Clearance and Act 34 Criminal Background Clearance under the Child Protective Services Law, as well as Act 114 – FBI Criminal Record Background Checks. Acts 33/151 and 34 require a report of criminal history record information from the Pennsylvania State Police.
4. Completion of all pre-clinical requirements, including health requirements, certifications, background checks, and documentation of ability to meet the performance indicators and technical standards, by Spring of the third year. In cases where immunity is not obtained or test results are positive, students may either be expected to engage in additional testing or immunizations, or be removed from the clinical experience due to the health risks presented to themselves, their classmates and faculty, and their patients. Some clinical sites are demanding drug screening tests prior to students being placed in that facility for clinical rotations. Should a student be assigned to one of these clinical sites, he/she will be required to take appropriate drug screening tests and all costs incurred will be the responsibility of the student. Positive drug tests will affect a student’s standing in the academic program.
5. Successful completion of personal interviews is mandatory for physician assistant studies students. Students will receive information from the department regarding the scheduling of interviews. Pre-professional students seeking admission or progression into the accredited phase of the program must receive a recommendation from the Physician Assistant Studies Accredited Phase Review Committee,

based upon successful completion of interviews with departmental faculty members. These interviews will review student performance as well as their potential to achieve academic and career satisfaction. Students who are not granted a recommendation upon completion of the interview process will not be admitted into the accredited phase. Students recommended for the accredited phase who are unable to start the program at the designated time may reapply for the following year and may be required to repeat the interview process, however their seat cannot be guaranteed.

6. All new accredited phase students must attend the departmental orientation program that is held at the start of the summer semester.

7. Entrance into the accredited phase is subject to departmental approval. The RSHS faculty maintains the right not to admit a student into the accredited phase of their program if they determine that student is not a suitable candidate to proceed, even though that student has met the academic and program requirements (e.g., they were convicted of a felony or failed to exhibit ethical and professional attitude and behavior). Please refer to the RSHS Academic Student Handbook sections "Academic Integrity", "Student Conduct and Disciplinary Action", and "Certification, Licensure and Registration".

Note: Pre-professional students who have earned a cumulative 3.0 GPA or better, but who in their final semester fall below the 3.0 semester GPA requirement for the first time in their academic career, will begin the accredited phase on academic probation. Inability to meet the 3.0 semester GPA requirement in a subsequent semester will result in academic dismissal from the RSHS

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Policies/procedures for remediation and deceleration
Corresponding ARC-PA Standard	A3.15c
Review Date	8/22
Revision Date	8/22

Supervised Clinical Practice Policies and Procedures -

Grade Calculation Process - Remediation

Given the nature and complexity of educational activities on clinical rotations, a comprehensive, multi- faceted process for evaluating student progress has been designed. The components each serve to assess different skills acquired by a student during clinical training. These constituent parts are combined to formulate the final SCP grade. The separate elements of the grade are:

- 1) End of Rotation Exam (100 points)
- 2) Written Case (65 points)
- 3) Oral Case Presentation (65 points)
- 4) Clinical Performance Evaluation

HP	≥ 207
P	161 - 206
NP	≤ 160

(P/NP * must receive at least 45 points to Pass-points not included in final 207 potential points, but at LEAST 45 points must be achieved to pass. If a preceptor marks a component as “N/A”, then the evaluation will be further reviewed to ensure the student meets performance expectations.

To earn a pass designation for an individual component, a student must achieve a 70% or better on all components **AND** at least 45 points on the Clinical Performance Evaluation. If a non- pass grade is earned for any component, a remedial activity will be assigned specific to that segment (ie: written case failed – an additional written case will be assigned, the general medicine exam is failed – review topics will be assigned, retest, etc.). All remedial activities must be completed by the end of the 4th week of the subsequent SCP rotation. The goal of a remedial activity will be to address the educational deficiencies of that particular component and assist the student in focused improvement.

***If a student receives less than 45 points on the Clinical Performance Evaluation, a thorough assessment will be conducted by the Clinical Coordinator and the Department Chair that will include an interview with written documentation from the preceptor about the student’s performance to determine if a Non-Pass will be given for the rotation. It is possible to pass all assignments for a clinical rotation and receive a Non-Pass for the clinical rotation if the student displays poor performance and/or lack of professionalism. If the student receives a Non-Pass for the Clinical Performance Evaluation, it will be expected that the student remediate and repeat the failed rotation.**

Procedure for remediation of assignments:

- 1) Phase I remediation - If a student fails 1 out of the 5 elements they will receive an incomplete grade for the SCP until the remedial activity for that failed component is successfully completed.

- 2) Phase II remediation - If a student fails 2 out of the 5 constituents, they will be placed in Phase II remediation which will entail closer faculty supervision and more focused and intensive activities to correct the deficiencies. The student will receive an incomplete for the SCP until the remedial activities are successfully completed.
- 3) Non-Pass status - If a student fails 3, 4 or 5 out of the 5 components, a Non-Pass grade will be assigned for the SCP. The student will still be expected to complete remedial activities as well as repeat the failed rotation. (A failed test is considered below 70% on the initial exam AND receiving a Non-Pass on remediations).

Grade Components Summary

End of Rotation Medicine		Written Case		Oral Case		Clinical Performance Evaluation	
> National Scaled Comparison Score P	< National Scaled Comparison Score NP	>70 % P	<70% NP	>70% P	<70% NP	>45 points P	<45 points NP

The following items are the graded elements utilized to evaluate student skill and progress throughout the clinical year:

1. 8 oral case presentations - medical discipline specific - Supervised Clinical Practice I-VIII
2. 8 written case presentations - medical discipline specific - Supervised Clinical Practice I-VIII
3. 8 end-of-rotation examinations: End of Rotation Exam (Specialty Exam)

Clinical Specialty – 8 exams consisting of 100 questions relevant to the clinical specialty of the rotation completed. For Internal Specialty and Elective rotations, topic areas will be provided

4. Additional assignments/exercises may be added during rotations as a P/NP component.
5. Summative Evaluations - procedural & interpretive skills competencies – end of Springsemester

CASE PRESENTATIONS:

Late written assignments/SOAP notes, as well as Late Remediation assignments for Non-Pass assignments will be penalized as follows:

- 25% deduction 1st day late (from 1 minute late through first 24 hours)
- 30% deduction 2nd day late
- 40% deduction 3rd day late
- 50% deduction 4th day late

Assignments received on the 5th day will still be required in order to receive a Final Grade for the assigned SCP, but the assignment will be given zero points.

ORAL CASE PRESENTATION GUIDELINES

1. The oral case presentation is a verbal communication of patient data and it is a problem- focused H&P and should consist only of information relevant to the patient and condition(s) being detailed.
2. The oral case is a verbal test of how well the student understands the medical details, and their comprehension of the significance of those details, in the context of the patient's care. It is meant to inquire deeper into students' ability to understand the decision-making as it relates to the practice of medicine.
3. The student should anticipate questions from faculty and observers regarding the details of the case as well as the significance of those details. The student should be able to demonstrate a thorough understanding of the rationale for the clinical decisions that were made.
4. A student may use one sheet of notes for recall of laboratory values, test results and treatments but should not read the entire case. The style of the presentation is informal and conversational, although correct medical terminology should be utilized. Oral cases will be presented in small groups and should be presented without revealing the diagnosis at the outset so that the listeners can participate in trying to formulate the differentials, diagnosis and treatment plan.
5. When presenting the oral case for SCP 1, SCP 2, and SCP 3 the student is permitted to use note. When presenting the oral case for SCP 4-SCP 8 the student is permitted to use a maximum of 5 index cards (3x5) one sided only.
6. The oral case grading rubric will be provided to the student and the case must include all components and follow the format of the rubric.
7. If a Non-Pass grade is received, the student must remediate the oral case in the subsequent rotation. For remediation, students will be notified that they received a non-pass grade and must meet with the faculty evaluator to review comments prior to submitting a new remediated case. Students must also provide documentation for the Clinical Director that they met with the faculty evaluator prior to submitting the remediated case. The remediated oral case will be presented during the subsequent rotation. A maximum score of 75% (49/65) may be earned. If the remediated case is a Non-Pass, the student will receive the original Non-Pass score. This may result in a Non-Pass for the rotation when the final course grade is determined.

WRITTEN CASE PRESENTATION OBJECTIVES

1. Case presentations are a required component of each Supervised Clinical Practice (SCP) rotation. The purpose of the written case is to facilitate the integration of history-taking skills, physical examination skills, diagnostic skills and clinical decision-making. The student must be able to demonstrate an understanding of the diagnostic process and treatment planning as well as the rationale for those decisions. Students must convey not just "what" was done, but "why" it was done.
2. Written cases include a history and physical portion, as well as, a summary of the clinical decision- making and treatment of the selected patient. This H&P is problemspecific.
3. Each rotation, the student will present the case of a patient encountered at their current SCP site.

They will present a patient with whom they have had an active role in their care – either performing a complete history and physical examination, or participating in their surgery, management or education/counseling.

4. The student should select a case involving a condition representative of the type of case commonly seen at that clinical site. The same topic should not be presented more than once and an effort should be made to select topics involving different organ systems. As the student progresses through the SCP rotations they should present cases of increasing complexity.
5. Students are expected to collect as much information about the patient as possible. This may involve obtaining previous charts from medical records, speaking with the attending physician, calling the lab, etc. When possible, examples of EKG's, x-rays, etc. should be used to augment the presentation.
6. The written case grading rubric will be provided to the student and the case must include all components and follow the format of the rubric.
7. Written cases should be reviewed with the clinical preceptor whenever possible to allow the preceptor to review the quality of the student's work and offer suggestions for improvement.
8. All pertinent components of the H & P must be included and nothing should be noted as "Non-contributory".
9. Attention should be paid to "setting the stage" for the reader by presenting information in a chronologic fashion. The student should describe the circumstances under which they encountered the patient so it is clear to the reader under what context the interaction occurred. Prognosis for the patient must be specific to the patient being detailed, not the prognosis for the disease process discussed in general.
10. References must be cited for standards of care and students should identify, in a professional manner, any deviation from those standards and why they occurred.
11. When submitting an electronic assignment, students must ensure that they send/upload the correct version of the assignment. Assignments submitted after the due date are subject to point deductions as described on individual course syllabi. Students will not be exempt from point deductions due to an uploaded or submitted incorrect electronic file.
12. If a Non-Pass grade is received, the student must remediate the written case in the subsequent rotation. For remediation, students will be notified that they received a non-pass grade and must meet with the faculty evaluator to review comments prior to submitting a new remediated case. Students must also provide documentation for the Clinical Director that they met with the faculty evaluator prior to submitting the remediated case. The remediated written case will be submitted on the 4th Friday of the subsequent rotation in addition to the assigned case for the subsequent rotation. Maximum score of 75% (49/65) may be earned. If the remediated case is a Non-Pass, the student will receive the original written case Non-Pass score. This may result in a Non-Pass for the rotation when the final course grade is determined.

Competence is demonstrated in the interpretation of:

- Medical Knowledge
- Clinical Problem Solving

Failure and Remediation Policy:

Will be instituted in the *Essentials of Clinical Practice* Spring Course.

All sections that receive a Non-Pass will go through a series of remediated assignments and a retest. All students **must successfully remediate and retest** each necessary component prior to graduation.

SUMMATIVE EVALUATIONS SPRING 2023

The program must conduct and document a summative evaluation of each student within the final four months of the program to verify that each student is prepared to enter clinical practice. The ARC-PA expects that a program demonstrating compliance with the Standards will incorporate evaluation instrument/s that correlates with the didactic and clinical components of the program's curriculum and that measures if the learner has the knowledge, interpersonal skills, patient care skills and professionalism required to enter clinical practice.

Summative Evaluations

Conducted over TDAY for SCP 6

Includes the following domains:

- Clinical and Technical Skills
 - Procedural skills as listed below
 - Correctly document tested procedural skill
- Clinical Reasoning and Problem-Solving Skills
 - X-ray Interpretation (Chest, Abdominal, and Musculoskeletal)
 - ABG Interpretation
 - EKG Interpretation
 - Procedural skills
 - PAEA End of Curriculum Exam
- Medical Knowledge
 - X-ray Interpretation (Chest, Abdominal, and Musculoskeletal)
 - ABG Interpretation
 - EKG Interpretation
 - Procedural skills
 - PAEA End of Curriculum Exam
- Interpersonal skills
 - Patient education (across the lifespan)
- Professional Behaviors
 - Will be assessed during interaction of procedural skills and during simulated patient encounter while providing patient education counseling (including professional attire)

The following procedural skills may be assessed during the Summative Evaluation Testing:

- Suturing and knot tying
- Intravenous line placement
- Incision and drainage of an abscess
- Bladder catheterization
- Nasogastric tube placement
- Injections (IM, ID, SQ)
- Pelvic Exam & Vaginal Cultures
- Patient education across the life span including (terminology, professionalism and attire)
- Prescription writing – (Adult and Pediatric)
- Medical documentation

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Policies/procedures for withdrawal and dismissal
Corresponding ARC-PA Standard	A3.15d
Review Date	8/22
Revision Date	8/22

RSHS Academic Student Handbook -

Registration and Enrollment
Enrollment Status

Students who are granted by special permission approval to change programs, class levels, or academic years must meet the academic and program requirements dictated by their new status. Students are only granted one opportunity to change class level; however, additional requests to drop back will be reviewed on a case-by-case basis. The student should submit those requests in writing directly to the Department Chair. Due to the limited space availability within different levels of an academic program, there is no guarantee that the students will be permitted to change levels, and any change will be based upon space availability.

Active Status:

Any student who wishes to maintain his/her seat within a program must maintain continuous enrollment within the RSHS (this includes a leave of absence) for all semesters until such the time that the student graduates or leaves the University. Once a student fails to register for a required semester, that student forfeits his/her seat in his/her respective program.

Temporary Approved Leave of Absence:

Students may be permitted to take a temporary approved leave of absence from the University for medical, personal or military reasons. Read more about a Temporary Approved Leave of Absence. The maximum period of a leave of absence is one sequential year; extensions beyond one year will be evaluated at the department and school levels on a case-by-case basis. Students granted temporary leaves of absences during the Professional/Accredited Phase may be required to pass a proficiency/reinstatement examination before being permitted to return. The passing score of a proficiency/reinstatement exam is determined by the department and will be made known to the student at the time a request is granted.

Change of Major/Program:

Current Students

Students who wish to transfer internally (within Duquesne) from an RSHS program to another School at Duquesne University or program within the RSHS should consult with their academic advisor, as well as the academic advisor within the school to which they want to transfer. Students should be aware that transferring into another program within RSHS is competitive and may not be possible due to capacity restrictions of the desired program.

A student seeking admission to another School or program within the RSHS should:

1. Pay particular attention to the required GPA and the prerequisites for that program.
2. Work with a financial aid counselor to investigate the financial implications of such a change.

3. Work with an academic advisor from the appropriate School or program to identify transferable and non-transferable courses and future course plans.

Students should make any transfer decisions at least one month prior to the start of a registration period in order to allow sufficient time to explore major and course options before registration occurs. Once the internal transfer process has been completed, the student's seat in his/her RSHS program will be considered officially terminated.

Registration Cancellation and Complete Withdrawal from the University: University Policy

Students who wish to withdraw from the University must contact their academic advisor and complete a Notice of Complete Withdrawal form, which is available in the Office of the Dean. This form is required, and instructors' signatures must be obtained. Notification of the intent not to attend received after the add/drop deadline will be processed as a complete withdrawal and is subject to the University's official withdrawal policy, which includes varying levels of financial obligation depending on the formal date of withdrawal. With regard to complete withdrawal from all courses in a term, students are issued a refund in accordance with the Tuition Refund Schedule (see Academic Calendar). However, fees are not refundable. The withdrawal notification date will be used as the formal separation date from the University and to determine whether a refund will be issued.

When a student's attendance is involuntarily terminated due to personal disability arising from injury or illness, any remission of tuition beyond what is described in the Tuition Refund Schedule is subject to the approval of the Academic Dean, the Vice President for Academic Affairs, and the Vice President for Management and Business.

RSHS Policy:

Once students cancel their registration or completely withdraw from the RSHS, they forfeit their seat in their respective program, and any financial aid for which they may have been eligible is canceled. All non-title IV federal funds will be returned to the source, if applicable. Title IV funds will be prorated per federal regulations, if applicable.

Students who elect to withdraw from the professional/accredited phase of their respective RSHS program must inform their Department Chair who will then inform any clinical affiliation sites, if appropriate. The student must then meet with his/her academic advisor for completion of the necessary withdrawal forms. Professional/accredited phase students who fail to inform their Department Chair of their withdrawal, or fail to complete the appropriate withdrawal forms in a timely manner, will receive a letter grade of 'F' for all letter graded courses and an 'N' for all pass/not passing courses in which they are enrolled.

In the case of an approved medical withdrawal for a pre-professional or professional/accredited phase student, the RSHS will consider a class level change if requested at the same time as the withdrawal.

Readmission:

Students who voluntarily withdraw from the University must apply for readmission through the Office of Admissions regardless of the time interval involved since withdrawal. Similarly, students who do not enroll at the University for two consecutive academic terms that are required for their RSHS program also must apply for readmission through the Office of Admissions. Students who are no longer enrolled, but graduated from Duquesne University, and are interested in another undergraduate program at Duquesne must apply as a second degree student through the Office of Admissions.

RSHS students who have left their program in good academic standing may apply for readmission through the Office of Admissions into the same RSHS academic program, with approval of the Department Chair. Former RSHS students who have been dismissed because of academic difficulties or violations of professional conduct cannot apply for readmission into the same academic program.

Students who were dismissed for academic reasons must contact the intended Department Chair before submitting an application for readmission. Prior to being readmitted, all outstanding financial and/or judiciary issues must be resolved.

Readmission into RSHS:

Students who officially withdraw from the University—regardless of the time interval involved since withdrawal—and students who do not enroll at the University for two consecutive academic terms (Fall and Spring semesters) must apply for readmission. A student who leaves his/her program in good academic standing may later apply for readmission into the same RSHS academic program, with approval of the Department Chair. A student who has been dismissed from an RSHS program because of academic difficulties cannot later apply for readmission into the same academic program.

Course Withdrawal:

The latest date to withdraw from a course is published in the Academic Calendar for each semester. All course withdrawals will result in a final grade of ‘W’ on the transcript.

For full-time undergraduate students, there is no refund for withdrawal from a course, regardless of the time of withdrawal. Because students have already paid for the course at the point of withdrawal, financial aid for the current year should not be affected. However, students should be aware that a course withdrawal will affect their earned credits and may therefore have implications for any financial aid they may receive in subsequent year(s). It is students’ responsibility to investigate the financial implications of a course withdrawal.

Students who withdraw from any RSHS course (e.g., Anatomy I, Physiology I), even if due to circumstances beyond their control (e.g., illness, family death), will be required to sit out an entire academic year or until the course is offered again. Students who cannot successfully complete the course sequence as required by the program will be delayed entrance into the professional/accredited phase or will be dismissed. The exception to this policy applies to the Biomedical Engineering program and the Master of Health Administration program. Biomedical Engineering students and Master of Health Administration students will not be required to sit out an entire academic year.

Students who are not granted approval to withdraw, and who withdraw from a course unofficially by not attending, will receive an ‘F’ for the course.

Medical Withdrawal:

Definition

Duquesne University students may apply for a medical withdrawal due to extreme illness, serious injury, or extended hospitalization. Because a medical withdrawal affects academic progress, students are encouraged to consider other options that might enable them to remain enrolled (such as “I” or “incomplete” grades that would enable them to complete coursework after the end of the semester). Students should consult their academic advisor, and other offices as appropriate, such as the Office of Student Financial Aid, the Center for Global Engagement, and the Department of Athletics.

Medical withdrawals constitute complete withdrawals and result in final grades of “W” in all courses on the transcript for the semester in question. Except in extraordinary circumstances (e.g., clinical setting

coursework with specific physical or mobility requirements), the University does not grant partial medical withdrawals (i.e., requests to withdraw from some courses but not others). In exception cases, the dean may present whether extraordinary circumstances exist to support a partial medical withdrawal. The only exception to a partial medical withdrawal is if the student has already completed one or more accelerated (i.e., 8-week) courses, in which case the grades earned in all such courses remain on the student's transcript and the associated costs are included when calculating the student's account balance; the medical withdrawal results in final grades of "W" for all other courses on the transcript.

Withdrawal:

Except in extraordinary circumstances, students must submit a written request for a medical withdrawal to their academic advisor no later than the last day of classes for the semester to which the withdrawal would apply. The university does not grant withdrawals for prior semesters.

The school or college will then submit to the Registrar (a) either a Notice of Complete Withdrawal form (withdrawing the student from all courses) or a Request for Student Schedule Change form (withdrawing the student from courses still in progress when one or more accelerated courses has already been graded) and (b) authorization from the student to process the withdrawal. This authorization may be either in hard copy with the student's signature or in the form of an email sent from the student's Duquesne University email account.

Students are considered to be enrolled unless and until they submit written notification of their withdrawal. The withdrawal is effective on the date when notification is received, which constitutes the student's last day of attendance.

Medical Documentation:

To qualify for a medical withdrawal, the student must also submit to the Dean of his/her school or college (a) a description of the medical circumstances and (b) documentation from a licensed healthcare provider that addresses those circumstances and supports withdrawal as medically appropriate. After verifying the illness, injury, or hospitalization, the Dean submits the documentation to the Provost and Vice President for Academic Affairs for review and a final decision.

If the student is unable to initiate the medical withdrawal process, the student's school or college office, parent, spouse, partner, or other designee may do so on his/her behalf. In such cases, the incapacitation of the student must be documented or a formal power of attorney provided.

Consequences:

The approval of a medical withdrawal results in the immediate assignment of a final grade of "W" for the relevant courses on the transcript and an automatic review of whether the student may qualify for a partial tuition refund (see "Refunds" below).

The University reserves the right to require that a student who receives a medical withdrawal provide documentation from a healthcare provider that he/she is fit to reenroll in a subsequent semester. If a student is not yet fit to reenroll, the student may request a Medical Leave of Absence, which may be granted based upon certification by a licensed healthcare provider.

Professional/Accredited Phase Academic Policy:

Students who fail to meet the professional/accredited phase standards delineated earlier will be placed on professional/accredited phase academic probation one time during the professional/accredited phase. A second violation of professional/accredited academic standing will result in a student's permanent dismissal. If a student completes the professional/accredited phase with no further academic difficulties and meets the minimum academic standards to graduate, the student will earn his/her professional degree. Students who do not meet the professional degree standards, but who have a minimum of 120 credits and

an overall GPA of 2.75 will graduate with a Bachelor of Science in Health Sciences degree and will be dismissed from the remainder of the professional/accredited phase of their programs. NOTE: A professional/accredited phase student who fails a required course or clinical education course during his/her education, regardless of overall and/or professional GPA, will be placed on academic probation and be required to repeat the course with a "C" grade or higher or a Pass/Honor grade for a clinical course. This situation may require the student to drop back a minimum of one year/level or adjust his/her clinical education sequence, because a student cannot progress in the professional/accredited phase without successful completion of all required coursework and clinical education experiences in curricular sequence. Permission to drop back is based on space availability in the lower class level.

Academic Dismissal: University Policy

Students are subject to dismissal from the RSHS and the University for academic reasons if:

1. They fail three courses within any one semester, or
2. Their cumulative GPA is: a. Less than 1.50 – for students who have attempted 15-30 credits or more than 30 credits in one year. b. Less than 1.75 – for students who have attempted 31-60 credits or who have attempted up to 61 credits within four semesters. c. Less than 2.0 – for students who have attempted 90 credits or more.

RSHS Professional/Accredited Phase/Advanced Graduate Academic Policy:

A professional/accredited phase student is subject to dismissal from the RSHS for any one or more of the following reasons:

1. The student fails to achieve a semester GPA of 3.0 after being on professional/accredited phase academic probation or after entering into the professional/accredited phase on academic probation.
2. After being on professional/accredited phase academic probation or after entering the professional/accredited phase on academic probation, the student fails to achieve the required grade of 'C' or 'P/H' in a RSHS professional/accredited phase course, regardless of the semester GPA.
3. After being on professional/accredited phase academic probation or after entering the professional/accredited phase on academic probation, the student fails to achieve a passing grade in a course or clinical education experience upon the second attempt, regardless of the semester GPA.
4. The student fails to achieve the required cumulative professional/accredited phase GPA of 3.0.
5. The student fails to successfully repeat a not-passing clinical education experience. A second not-passing grade will result in academic dismissal from the RSHS.
6. The student fails to meet the RSHS academic or program requirements (e.g., a student who did not complete health requirements for entry into clinical education).
7. The student exhibits behavior detrimental to his/her profession, including but not limited to failure to demonstrate safe, ethical, and/or professional behavior (e.g., HIPAA violation).
8. DCHI Programs- The student fails to achieve the required grade of 'C' or better in any course.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Policy for student employment
Corresponding ARC-PA Standard	A3.15e
Review Date	8/22
Revision Date	8/22

RSHS Academic Student Handbook -

Professional/Accredited Phase

Throughout the entire professional/accredited phase, students can expect to carry full-time credit loads each semester, including summer, in most programs. Students should carefully consider the feasibility of handling work and other obligations during this intensive and time-consuming professional/accredited portion of the program.

Students must be aware that RSHS programs are full-time day programs, with the exception of the Master of Health Administration program. Evening attendance may also be required. Students must take into consideration that their academic and clinical experiences may include evenings, weekends and holidays; students' schedules in the professional/accredited phase may not necessarily be consistent with the general University calendar in regard to standard final examination and vacation periods. While students are encouraged to participate in outside activities, they should also realize that the demands of the professional/accredited phase may present time constraints and conflicts with outside obligations (e.g., intercollegiate athletics, part or full-time employment). Students should contact their respective Department Chair to discuss these concerns.

Deputy Title IX and Sexual Misconduct Prevention and Response Coordinators Sherene Brantley (Athletics) 412.396.5243 – Business Hours Ryan Dawson (Human Resources) 412.396.5881 - Business Hours Annie Mullarkey Sawa (Student Conduct) 412.396.6642 - Business Hours Kate DeLuca (Nursing) 412.396.6551 - Business Hours Andrew Logan-Graf (Disability Services) 412.396.6658 – Business Hours

Non-discrimination and Title IX Duquesne University does not discriminate on the basis of sex in the education program or activity that it operates. Duquesne University is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in the education program or activity extends to admission and employment. Inquiries about the application of Title IX to Duquesne University may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights at the United States Department of Education Office for Civil Rights, or both.

Additional information, including relevant policy information is included on the Title IX website at duq.edu/titleix.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Policies/procedures for student mistreatment
Corresponding ARC-PA Standard	A3.15f
Review Date	8/22
Revision Date	8/22

RSHS Academic Student Handbook -

Notice of Sexual Harassment Policy No member of the Duquesne University community may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy. Questions or complaints of sexual harassment should be directed to the University's Office of Anti-Discrimination Policy and Compliance.

University Policy on Student Conduct and Disciplinary Action:

Duquesne University and the RSHS expect student conduct to reflect the values and mission of the University. Rules and regulations of misconduct, disciplinary sanctions, judicial policies and student rights of appeal in regard to charges of conduct violations are explained in the student handbook, Code of Student Rights, Responsibilities and Conduct, the University Academic Integrity Policy and the RSHS Student Code of Conduct. When a student has violated a policy or procedure, a confidential hearing will be held by the Director of University Judicial Affairs. A sanction will be determined by the Director after hearing from all parties involved. Disciplinary matters are generally not handled by the individual schools. Legal technicalities are minimized and emphasis is placed on the rights and responsibilities that exist between the student and the University.

Should a student be arrested and/or convicted of a crime before or during the time he/she is preparing to enter a profession, a criminal record may have further implications on the student's ability to practice, sit for professional examinations, or be placed in a clinical/fieldwork experiences. Many of the disciplines in the School are required by their clinical/fieldwork partners to have students provide proof or validation from the state and federal governments of a student's lack of a criminal record to be eligible for certification, licensure or registration examinations, as well as working with children and confidential records. Students are encouraged to check with their respective disciplines' state and national credentialing bodies, as well as the department's Chair and/or Clinical Coordinator for more information.

University Policy on Title IX Sexual Harassment & Sexual Misconduct:

Any person may make a non-confidential report of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator below. Contact information for Title IX Deputies is also included below:

Title IX Coordinator and Director of Sexual Misconduct Prevention and Response Alicia Simpson
412.396.2560 simpsona8@duq.edu Office: Union #339 Address: Duquesne University Union #339 600
Forbes Avenue Pittsburgh, PA, 15282

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	The Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits postsecondary educational institutions from disclosing the education records of students to most third-parties without the student’s consent. Under the provision of FERPA, parents are considered to be third-parties, and student information may not be disclosed to parents without the student’ consent. Only the student may authorize release of his/her information by indicating desires on FERPA disclosure available on DORI.
Corresponding ARC-PA Standard	A3.18
Review Date	8/22
Revision Date	8/22

Supervised Clinical Practice Policies and Procedures -

GENERAL INFORMATION AND EXPECTATIONS

1. Principal faculty, instructors, preceptors, the program director, and the medical director must not participate as health care providers in the program, except in emergencies.

RSHS Academic Student Handbook -

Notice of Right to Privacy The Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits postsecondary educational institutions from disclosing the education records of students to most third-parties without the student’s consent. Under the provision of FERPA, parents are considered to be third-parties, and student information may not be disclosed to parents without the student’s consent. Only the student may authorize release of his/her information by indicating desires on FERPA disclosure available on DORI.

Parent/Legal Guardian Involvement in Student Meetings with RSHS Faculty/Staff

Students are encouraged to have open communication with RSHS faculty and staff on their own behalf. Students have the right to include their parent(s), legal guardian or other advisors in communication between the student and a faculty or staff member. In such cases, it is the student’s responsibility to request a meeting in writing and inform the faculty or staff member who else will take part in the meeting. Prior to the meeting, the student must complete a FERPA Waiver and Nondisclosure form authorizing the faculty or staff member to speak with the student’s parent or legal guardian regarding information contained in the student’s educational record. RSHS Faculty and staff members are available to answer a parent or legal guardian’s questions regarding policies and procedures, but are not obligated to meet with a parent or legal guardian without the student present, or to address questions regarding the student’s specific academic performance, such as grades. When follow-up communication is necessary or requested by the student, either by paper or electronically, it will be sent directly from the faculty or staff member to the student only. It is the student's option and responsibility to share written communication with others, if they so desire.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Student health records are confidential. Only immunization and screening results are maintained in the PA Department of released with written permission from the student.
Corresponding ARC-PA Standard	A3.19
Review Date	8/22
Revision Date	8/22

Supervised Clinical Practice Policies and Procedures -
Case Presentations

Use and Distribution of Protected Health Information (PHI)

The HIPAA Standards also apply to information transferred via any media including Internet and/or handheld computers. There cannot be any syncing of data on any devices Failure to follow this policy will result in disciplinary action up to and including dismissal from the program. All materials needed for care plans must be hand written. In addition, computers in the clinical setting can only be used for entering patient data. Students cannot look up patient information on an individual (or their own personal information) that is not a current patient. **All** copies of patient data used to plan care must be placed in the shredder before leaving for the day. This is in compliance with HIPAA regulations and must be adhered to at all of the clinical facilities. A breach of confidentiality will result in disciplinary action, up to and including dismissal from the program.

RSHS Academic Student Handbook -
Students Records

Confidentiality of Student Records

A student's personal information and academic record is maintained and monitored confidentially by the University. A student's personal information or academic record may be revealed only in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 (Public Law 93-380, Section 438, as amended).

Students wishing to waive their FERPA rights relating to the release of academic information (e.g., granting parents access to academic information) or to request nondisclosure of directory information must do so through the DORI Self-Service Banner: Personal Information > Answer a Survey > FERPA Waivers and Nondisclosure. Information provided by the student will remain in effect until it is changed by the student. Once a student separates from the University, only requests for nondisclosure of Directory Information remain in effect. Learn more about FERPA.

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) is a Federal Law governing the privacy, confidentiality, and security of oral, written, and electronic patient health information. This law requires that Duquesne University employ a Compliance Officer and train all personnel, including students who will have contact with patient/client health information.

**Duquesne University
Physician Assistant Studies Program
Policy and Procedure**

Policy Overview	Policies /procedures for student grievances and appeals
Corresponding ARC-PA Standard	A3.25g
Review Date	8/22
Revision Date	8/22

RSHS Academic Student Handbook -

Student Input, Suggestions and Complaints

The RSHS values student input, suggestions and complaints to identify potential enhancements and modifications that will improve students' academic experiences. The goal of the complaint process is to address student concerns effectively and efficiently while ensuring that student, faculty and staff rights, responsibilities, integrity and civility are upheld. The process for dealing with a concern begins at the departmental level and includes the following sequential steps according to the type of concern. Students should be advised that in cases where the concern involves illegalities or issues that require more timely interventions, these issues may be acted on more quickly or in a manner beyond the steps outlined here and will follow University protocols. Students must follow the grievance procedure outlined below.

Step 1: Declare the Concern If the student concern involves a specific class, general academic issue or is a non-academic program complaint or concern, the student should first discuss the issue with the course instructor, if applicable. Otherwise, or if the student is not satisfied with the resolution, the student may choose to discuss the concern with his/her academic advisor and/or faculty mentor or the Department Chair. The student can discuss an issue with an instructor or his/her faculty mentor without placing anything in writing; however, issues shared with the Department Chair will be documented. No official complaint will be filed until the student files an official complaint as outlined in Step 2.

Step 2: File an Official Complaint To file an official complaint, the student must pre-arrange an appointment with the Department Chair and bring a signed and dated written explanation of their concern to the appointment with the Department Chair. The Department Chair will formally address only written complaints submitted by the student. The student can request information in discussions with the Department Chair before placing a complaint in writing, but no formal action can be expected until the student's written complaint is received.

If the Department Chair is unable to resolve the student's concern, then the written student statement of complaint along with a written statement from the Department Chair is forwarded to the Dean. Next, the student must make an appointment with the Dean to seek resolution. Prior to meeting with the Dean, the student can submit an additional statement updating his/her understanding of the current nature and disposition of the complaint.

Written Statement Guidelines:

- An individual student or a group of students with common concerns can pursue the complaint process.
- All written statements must contain the author's or authors' statements regarding the nature and requested disposition of each complaint along with signatures and date.
- All written statements will be placed in a department file with a note from the Department Chair and/or Dean regarding outcome and disposition.

- Once a student submits a written complaint to a faculty member, the Department Chair or the Dean, he/she cannot withdraw the written complaint or remove it from the department records. However, the student can submit a written statement indicating a desire to close the process regarding the original complaint. The statement must include a rationale describing reasons why the student no longer desires to pursue the complaint. No further action will be taken by the RSHS unless the concern violates department, school or University policy.